

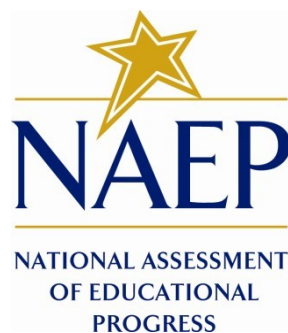
*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress
(NAEP) 2022 Materials Update #1*

Appendix F

Item Library for NAEP 2022 Survey Questionnaires

OMB# 1850-0928 v.23



June 2021


This Appendix F provides the library of possible items to be used in the NAEP 2022 questionnaires. Non-substantive wording changes to the questionnaire items (based on ongoing and future cognitive and pilot testing results), if any will be made, along with the final selection of which items will be used in the final versions of the NAEP 2022 questionnaires, will be provided as outlined below. The number of items selected for each type of respondent will be appropriate to the allocated time (as indicated in the Supporting Statement Part A section A.12).

Appendix F includes the U.S. History and Civics survey questionnaires for students, teachers, and school administrators, which were approved in Amendment #20 (OMB# 1850-0928 v.20). This appendix also includes the final 2021 versions of reading, mathematics, and the COVID-19 outbreak survey questionnaires for students, teachers, and school administrators, which was approved by OMB in November 2021 (OMB #1850-0928 v.21). The COVID-19 outbreak SQs for U.S. History and Civics and the final survey questionnaires for 2022 are included in Appendices J1, J2, J3 and J-S. The operational student grade 8 reading Q10 response options were reordered back to the 2019 item version (p. 50).

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

Login Screens for Survey Questionnaires

Student Login Screen:




Welcome to NAEP

GRADE 4 M/R OPERATIONAL 831002, 8310021

Session: DS0401 Router: Disconnected Admin: Disconnected

Student Login



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 1850-0028. The time required to complete this information collection is estimated to average 95 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 (NCEES), Patomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0028 APPROVAL EXPIRES 7/31/2023

National Center for Education Statistics (NCEES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. 1962j) 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)(ii) 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. 1967g and 6 U.S.C. 1512). By law, every NCEES employee as well as every NCEES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about you. Electronic submission of your information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

NAEP version 8.0.22.1573, 8/4/20 11:29 AM (EST) Database version 749, 8/6/20 11:50 PM (BST)

Teacher/School Administrator Login Screens:

A screenshot of a login screen. At the top left is a user icon. To its right is the text "User ID:" followed by "Test A" in a bold, blue font. Below this is a password field with a lock icon to its left and the text "Password:" above it. Below the password field is a link that says "Forgot Your Password?". At the bottom center is a dark blue button with the text "SIGN IN" in white, all-caps font.

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

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach reading or mathematics to one or more students selected for the assessment, we are asking you to answer questions about these students' 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 1850-0928. 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. 1850-0928 APPROVAL EXPIRES 7/31/2023

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) 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.

Contents

Login Screens for Survey Questionnaires.....	3
Student Login Screen:.....	3
Teacher/School Administrator Login Screens:.....	4
Appendix F-1: 2021 Student Questionnaires.....	9
Appendix F-1a: Operational Grade 4 Debrief.....	10
Appendix F-1b: Operational Grade 8 Debrief.....	12
Appendix F-1c: Operational Grade 4 (CORE).....	14
Appendix F-1d: Operational Grade 8 (CORE).....	19
Appendix F-1e: Operational Grade 4 (Mathematics).....	27
Appendix F-1f: Operational Grade 8 (Mathematics).....	32
Appendix F-1g: Operational Grade 4 (Reading).....	39
Appendix F-1h: Operational Grade 8 (Reading).....	45
Appendix F-1i: Operational Grade 8 (Civics).....	52
Appendix F-1j: Operational Grade 8 (U.S. History).....	60
Appendix F-1k: Operational Grade 4 COVID-19 Student Items (ELA).....	68
Appendix F-1l: Operational Grade 8 COVID-19 Student Items (ELA).....	72
Appendix F-1m: Operational Grade 4 COVID-19 Student Items (Math).....	77
Appendix F-1n: Operational Grade 8 COVID-19 Student Items (Math).....	81
Appendix F-2: 2021 Teacher Questionnaire.....	86
Appendix F-2a: Operational Grade 4 CORE.....	87
Appendix F-2b: Operational Grade 8 CORE.....	97
Appendix F-2c: Operational Grade 4 Mathematics.....	108
Appendix F-2d: Operational Grade 8 Mathematics.....	116
Appendix F-2e: Operational Grade 4 Reading.....	125
Appendix F-2f: Operational Grade 8 Reading.....	131
Appendix F-2g: Operational Grade 8 Social Studies.....	138
Appendix F-2h: Operational Grade 4 COVID-19 Teacher Items.....	148
Appendix F-2i: Operational Grade 8 COVID-19 Teacher Items.....	153
Appendix F-3: 2021 School Questionnaires.....	158
Appendix F-3a: Operational Grade 4 CORE.....	160
Appendix F-3b: Operational Grade 8 CORE.....	171
Appendix F-3c: Operational Grade 4 and 8 Charter School.....	181
Appendix F-3d: Operational Grade 4 Mathematics.....	184
Appendix F-3e: Operational Grade 8 Mathematics.....	188
Appendix F-3f: Operational Grade 4 Reading.....	193
Appendix F-3g: Operational Grade 8 Reading.....	198
Appendix F-3h: Operational Grade 8 Social Studies.....	203
Appendix F-3i: Operational Grade 4 COVID-19 School Items.....	207
Appendix F-3j: Operational Grade 8 COVID-19 School Items.....	216

Appendix F-1: 2021 Student Questionnaires

Appendix F-1a: Operational Grade 4 Debrief

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

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

Appendix F-1b: Operational Grade 8 Debrief

1. How easy or difficult was this test?

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

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

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

Appendix F-1c: Operational Grade 4 (CORE)

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

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

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

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

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

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

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

	Yes	No	
a. Access to the Internet	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VH271105
b. A desktop or laptop computer (including Chromebooks) that you can use	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VH591976
c. A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VH271110

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733150
b. I like activities that challenge my thinking abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733151
c. I enjoy situations where I will have to think about something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733155
d. I enjoy thinking about new solutions to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733154

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

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

Appendix F-1d: Operational Grade 8 (CORE)

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

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

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

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

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

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

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

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

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

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

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

- None
- 1 or 2 days
- 3 or 4 days
- 5 to 10 days
- More than 10 days

7. How often do you talk about things you have studied in school with someone in your family?
- Ⓐ Never or hardly ever
 - Ⓑ Once every few weeks
 - Ⓒ About once a week
 - Ⓓ Two or three times a week
 - Ⓔ Every day

8. How far in school did **your mother** go?
- Ⓐ She did not finish high school.
 - Ⓑ She graduated from high school.
 - Ⓒ She had some education after high school.
 - Ⓓ She graduated from college.
 - Ⓔ I don't know.

9. How far in school did **your father** go?
- Ⓐ He did not finish high school.
 - Ⓑ He graduated from high school.
 - Ⓒ He had some education after high school.
 - Ⓓ He graduated from college.
 - Ⓔ I don't know.

10. Does **your mother** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

11. Does **your father** work?

- Ⓐ Yes
- Ⓑ No
- Ⓒ I don't know.

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

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

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Very much like me	
a. I like complex problems more than easy problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733150
b. I like activities that challenge my thinking abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733151
c. I enjoy situations where I will have to think about something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733155
d. I enjoy thinking about new solutions to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH733154

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. I started working on assignments right away rather than waiting until the last minute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH271.370
b. I paid attention and resisted distractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH271.372
c. I stayed on task without reminders from my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH271.374
d. I paid attention in class even when I was not interested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH271.375

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

- Yes
 No

Appendix F-1e: Operational Grade 4 (Mathematics)

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

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

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

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

3. How often do you **use a calculator**?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F-1f: Operational Grade 8 (Mathematics)

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

- Eighth-grade math
- General eighth-grade math
- Algebra I course
- First year of a two-year algebra course
- Second year of a two-year algebra course
- Algebra I (one-year course)
- Algebra II
- Geometry
- Other

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

- Geometry
- Algebra II
- Algebra I (one-year course)
- First year of a two-year Algebra I course
- Second year of a two-year Algebra I course
- Introduction to algebra or pre-algebra
- Basic or general math
- Business or consumer math
- Other math class
- I don't know.

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

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

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

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time	
a. Basic calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH266809
b. Scientific (not graphing) calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR191495
c. Graphing calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH266810

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

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

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

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

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

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

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845117
b. I want to master a lot of new skills in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845114
c. I want to become better in math this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845115
d. I want to understand as much as I can in my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845118

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

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

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

	Enjoy not at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot	
a. Addition, subtraction, multiplication, and division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844744
b. Finding areas of shapes and figures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844745
c. Solving for probabilities and events (for example, card, coin, marble, and spinner problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844746
d. Solving equations or simplifying expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844750
e. Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844748
f. Working with geometric figures like rectangles and squares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844749

Appendix F-1g: Operational Grade 4 (Reading)

VHS32853

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

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

VHS32862

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

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

VHS32871

3. For school this year, how often do you have a class discussion about something that the class has read?

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

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

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

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

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Figure out the meaning of a word you don't know by using other words in the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1260848
b. Explain the meaning of something you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1260849
c. Figure out the main idea of a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1260851
d. Find text in a reading passage to help you answer a question on a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1260859
e. Recognize when you don't understand something you are reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1260861
f. Recognize the difference between fact and opinion in a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1260863

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844096
b. I want to become a better reader this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844097
c. I want to understand as much as I can in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844098
d. I want to master a lot of new English/language arts skills in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844100

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18441.69
b. I like talking about books with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18441.70
c. I think reading is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18441.72
d. I enjoy going to a bookstore or a library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18441.71

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

- Less than 30 minutes a day
- About 30 minutes a day
- About 1 hour a day
- About 2 hours a day
- About 3 hours a day
- 4 or more hours a day

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about books (print or online) with other people	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	V1E260907
b. Read blogs	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	V1E260913

Appendix F-1h: Operational Grade 8 (Reading)

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

VH332887

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Have a class discussion about something that the whole class has read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH332888
b. Work in pairs or small groups to talk about something that you have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH332889

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

VH260254

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Evaluate the main evidence in a persuasive/argument passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260256
b. Analyze the author's organization of information in a passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH333142

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH333075
b. Interpret the meaning of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH333076
c. Question the motives or feelings of the characters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH333079
d. Identify the main ideas of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH333078
e. Identify the themes of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH333094

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

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

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

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

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

V18611300

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize the difference between fact and opinion in a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18260863
b. Judge the reliability of sources (for example, how a website might be biased or inaccurate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18260857
c. Critique an author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18260866
d. Use evidence from a text to support my answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18616841
e. Identify the author's perspective in a persuasive text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V18260868

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

V1844081

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I want to learn as much as possible in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844096
b. I want to become a better reader this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844097
c. I want to understand as much as I can in my English/language arts class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844098
d. I want to master a lot of new English/language arts skills in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1844100

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

VI844168

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. Reading is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844169
b. I like talking about books with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844170
c. I think reading is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844172
d. I enjoy going to a bookstore or a library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844171

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

VI598686

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Talk about books (print or online) with other people	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH260907
b. Go to my local library to borrow books (print or online)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH260911
c. Read blogs	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH260913

Appendix F-1i: Operational Grade 8 (Civics)

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

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

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

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

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Study the rights and responsibilities of United States citizens	(A)	(B)	(C)	(D)	(E)	VH716865
b. Compare the roles and responsibilities of local, state, and national governments in the United States	(A)	(B)	(C)	(D)	(E)	VH716871
c. Study why it is important for individuals to participate in the political process and government	(A)	(B)	(C)	(D)	(E)	VH727879

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

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

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

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

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

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

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

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

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

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

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

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I think that civics and/or United States government schoolwork helps me understand what is happening in the world around me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716878
b. I think that learning about civics and/or United States government topics will be important for my future.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH716876

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

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

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

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

Appendix F-1j: Operational Grade 8 (U.S. History)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Read books about history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH718432
b. Watch movies, videos, or TV programs about history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH718433
c. Do online research related to historical topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH718436
d. Talk to friends or family about historical topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH718435

9. How often do you receive help from a tutor, family member, or friend with social studies **outside of school or after school**?
- Ⓐ Never
 - Ⓑ About once or twice a year
 - Ⓒ About once or twice a month
 - Ⓓ About once or twice a week
 - Ⓔ Every day or almost every day

Appendix F-1k: Operational Grade 4 COVID-19 Student Items (ELA)

1. Was your school building closed last school year because of the COVID-19 outbreak?
- A Yes
 - B No
 - C I do not remember.

2. During the last school year, did you attend this school or did you attend a different school?
- A This school
 - B Different school

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233416
b. A desktop computer, a laptop computer, or tablet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233418
d. A printer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233419
e. School supplies (for example, paper and pencil)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233420
f. A quiet place to work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with English/language arts schoolwork (for example, through virtual office hours, phone, e-mail, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233428
b. My teacher asked me to work online with my classmates in small groups to complete English/language arts assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233429
c. My teacher asked me to take English/language arts quizzes and tests online.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233430

5. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?

- Ⓐ A lot more difficult than learning at school
- Ⓑ Somewhat more difficult than learning at school
- Ⓒ Somewhat easier than learning at school
- Ⓓ A lot easier than learning at school

6. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?

- Ⓐ Never or hardly ever
- Ⓑ About once or twice a month
- Ⓒ About once or twice a week
- Ⓓ Every day or almost every day
- Ⓔ I do not remember.

7. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	<input type="radio"/> A	<input type="radio"/> B	VR233460
b. Father, stepfather, foster father or other male legal guardian	<input type="radio"/> A	<input type="radio"/> B	VR233463
c. Brother or sister	<input type="radio"/> A	<input type="radio"/> B	VR233466
d. Other person	<input type="radio"/> A	<input type="radio"/> B	VR233467

8. Thinking about distance learning for your English/language arts class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR233442
b. Ask for help when you need it	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR233443
c. Find learning resources online to learn more about something you don't understand	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR233444

Appendix F-11: Operational Grade 8 COVID-19 Student Items (ELA)

1. Was your school building closed last school year because of the COVID-19 outbreak?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ I do not remember.

2. During the last school year, did you attend this school or did you attend a different school?
- Ⓐ This school
 - Ⓑ Different school

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR233416
b. A desktop computer, a laptop computer, or tablet	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR233418
d. A printer	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR233419
e. School supplies (for example, paper and pencil)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR233420
f. A quiet place to work	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did you do the following things for school? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. Use paper textbooks, workbooks, or worksheets	(A)	(B)	(C)	(D)	(E)	VR233422
b. Use online textbooks, workbooks, or worksheets	(A)	(B)	(C)	(D)	(E)	VR233423
c. Participate in real-time video lessons with your teacher (for example, on Google Meet or Zoom)	(A)	(B)	(C)	(D)	(E)	VR233425
d. Watch recorded lessons prepared by your teacher	(A)	(B)	(C)	(D)	(E)	VR233426
e. Watch instructional videos from other sources	(A)	(B)	(C)	(D)	(E)	VR233427

5. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with English/language arts schoolwork (for example, through virtual office hours, phone, e-mail, chat).	(A)	(B)	(C)	(D)	(E)	VR233428
b. My teacher asked me to work online with my classmates in small groups to complete English/language arts assignments.	(A)	(B)	(C)	(D)	(E)	VR233429
c. My teacher asked me to take English/language arts quizzes and tests online.	(A)	(B)	(C)	(D)	(E)	VR233430

6. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?
- Ⓐ A lot more difficult than learning at school
 - Ⓑ Somewhat more difficult than learning at school
 - Ⓒ Somewhat easier than learning at school
 - Ⓓ A lot easier than learning at school

7. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?
- Ⓐ Never or hardly ever
 - Ⓑ About once or twice a month
 - Ⓒ About once or twice a week
 - Ⓓ Every day or almost every day
 - Ⓔ I do not remember.

8. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	<input type="radio"/>	<input type="radio"/>	VR233460
b. Father, stepfather, foster father or other male legal guardian	<input type="radio"/>	<input type="radio"/>	VR233463
c. Brother or sister	<input type="radio"/>	<input type="radio"/>	VR233466
d. Other person	<input type="radio"/>	<input type="radio"/>	VR233467

9. Thinking about distance learning for your English/language arts class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233442
b. Ask for help when you need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233443
c. Find learning resources online to learn more about something you don't understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233444

Appendix F-1m: Operational Grade 4 COVID-19 Student Items (Math)

1. Was your school building closed last school year because of the COVID-19 outbreak?
- A Yes
 - B No
 - C I do not remember.

2. During the last school year, did you attend this school or did you attend a different school?
- A This school
 - B Different school

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233416
b. A desktop computer, a laptop computer, or tablet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233418
d. A printer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233419
e. School supplies (for example, paper and pencil)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233420
f. A quiet place to work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with math schoolwork (for example, through virtual office hours, phone, e-mail, chat).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233431
b. My teacher asked me to work online with my classmates in small groups to complete math assignments.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233432
c. My teacher asked me to take math quizzes and tests online.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR233433

VR233342

5. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?

- Ⓐ A lot more difficult than learning at school
- Ⓑ Somewhat more difficult than learning at school
- Ⓒ Somewhat easier than learning at school
- Ⓓ A lot easier than learning at school

VR251057

6. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?

- Ⓐ Never or hardly ever
- Ⓑ About once or twice a month
- Ⓒ About once or twice a week
- Ⓓ Every day or almost every day
- Ⓔ I do not remember.

7. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	<input type="radio"/>	<input type="radio"/>	VR233460
b. Father, stepfather, foster father or other male legal guardian	<input type="radio"/>	<input type="radio"/>	VR233463
c. Brother or sister	<input type="radio"/>	<input type="radio"/>	VR233466
d. Other person	<input type="radio"/>	<input type="radio"/>	VR233467

8. Thinking about distance learning for your math class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233447
b. Ask for help when you need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233448
c. Find learning resources online to learn more about something you don't understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233449

Appendix F-1n: Operational Grade 8 COVID-19 Student Items (Math)

1. Was your school building closed last school year because of the COVID-19 outbreak?
- A Yes
 - B No
 - C I do not remember.

2. During the last school year, did you attend this school or did you attend a different school?
- A This school
 - B Different school

3. When your school was closed last school year because of the COVID-19 outbreak, did you have the following things available to you to complete your schoolwork or online classes? Select **one** answer choice on each row.

	Yes, available all the time	Yes, available some of the time	No	I do not remember.	
a. Access to high-speed internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233416
b. A desktop computer, a laptop computer, or tablet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233417
c. A smartphone (for example, iPhone, Samsung Galaxy, HTC One)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233418
d. A printer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233419
e. School supplies (for example, paper and pencil)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233420
f. A quiet place to work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR233421

4. When your school was closed last school year because of the COVID-19 outbreak, how often did you do the following things for school? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. Use paper textbooks, workbooks, or worksheets	(A)	(B)	(C)	(D)	(E)	VR233422
b. Use online textbooks, workbooks, or worksheets	(A)	(B)	(C)	(D)	(E)	VR233423
c. Participate in real-time video lessons with your teacher (for example, on Google Meet or Zoom)	(A)	(B)	(C)	(D)	(E)	VR233425
d. Watch recorded lessons prepared by your teacher	(A)	(B)	(C)	(D)	(E)	VR233426
e. Watch instructional videos from other sources	(A)	(B)	(C)	(D)	(E)	VR233427

5. When your school was closed last school year because of the COVID-19 outbreak, how often did the following things happen? Select **one** answer choice on each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	I do not remember.	
a. My teacher was available to help me with math schoolwork (for example, through virtual office hours, phone, e-mail, chat).	(A)	(B)	(C)	(D)	(E)	VR233431
b. My teacher asked me to work online with my classmates in small groups to complete math assignments.	(A)	(B)	(C)	(D)	(E)	VR233432
c. My teacher asked me to take math quizzes and tests online.	(A)	(B)	(C)	(D)	(E)	VR233433

6. When your school was closed last school year because of the COVID-19 outbreak, how difficult or easy did you find distance learning compared to learning at school?
- Ⓐ A lot more difficult than learning at school
 - Ⓑ Somewhat more difficult than learning at school
 - Ⓒ Somewhat easier than learning at school
 - Ⓓ A lot easier than learning at school

7. When your school was closed last school year because of the COVID-19 outbreak, how often did someone help you with your schoolwork?
- Ⓐ Never or hardly ever
 - Ⓑ About once or twice a month
 - Ⓒ About once or twice a week
 - Ⓓ Every day or almost every day
 - Ⓔ I do not remember.

8. When your school was closed last school year because of the COVID-19 outbreak, did any of the following people help you with your schoolwork or online classes? Select **one** answer choice on each row.

	Yes	No	
a. Mother, stepmother, foster mother or other female legal guardian	<input type="radio"/>	<input type="radio"/>	VR233460
b. Father, stepfather, foster father or other male legal guardian	<input type="radio"/>	<input type="radio"/>	VR233463
c. Brother or sister	<input type="radio"/>	<input type="radio"/>	VR233466
d. Other person	<input type="radio"/>	<input type="radio"/>	VR233467

9. Thinking about distance learning for your math class, do you think you would be able to do each of the following things? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Recognize when you don't understand something you are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233447
b. Ask for help when you need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233448
c. Find learning resources online to learn more about something you don't understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR233449

Appendix F-2: 2021 Teacher Questionnaire

Appendix F-2a: Operational Grade 4 CORE

1. What is your sex?

- Male
- Female

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

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

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

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

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

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

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

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

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

- Yes
- No

8. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. 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. Education (including elementary or early childhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241762
h. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241781
i. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241782

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

- Yes
 No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<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?

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

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

- A No
 B Once
 C Twice
 D Several times

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

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/>	<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

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"/>	VH304693
b. Observe other teachers' classes and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH304698
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 F-2b: Operational Grade 8 CORE

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

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

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

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

7. 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?

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

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

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

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

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

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

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

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH304693
b. Observe other teachers' classes and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH304698
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

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

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	<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.

	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.

	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 F-2c: Operational Grade 4 Mathematics

VI1240054

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.

VI1251160

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

VI1845752

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

VI1240058

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

VH240059

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

VH240060

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

VH240061

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	VH845833
b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH845834
c. Materials you have created	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH845842
d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH845837
f. Digital games	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH845841
g. Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 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

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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240877
e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" 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"/>	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

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

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

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

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

Appendix F-2d: Operational Grade 8 Mathematics

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269923
b. Extend mathematics learning with enrichment activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269923
c. Research mathematics topics on the Internet	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845833
b. Other materials provided by your district or school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845834
c. Materials you have created	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845842
d. Printed workbooks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845840
e. Physical and/or digital manipulatives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845837
f. Digital games	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845841
g. Interactive whiteboard	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617994
c. Make approximations	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH549099
f. Create equations	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562991
h. Evaluate a problem-solving process	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562983
i. Evaluate the conclusions of other students	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547462
b. Identify and correct flawed mathematical reasoning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547464
c. Construct arguments using tables, graphs, or diagrams	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547468
d. Make, test, and validate conjectures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547466
e. Engage in deductive reasoning and informal proofs	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" 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 F-2e: Operational Grade 4 Reading

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

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

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 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

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"/>	VI334485
b. Electronic textbooks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI334486
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI262701
d. Materials from different curricular areas	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI334498
e. Children's newspapers and/or magazines	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI262704
f. Reading-related websites or apps	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI334495
g. Reading-related educational games	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI334491

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 F-2f: Operational Grade 8 Reading

VI240015

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.

VI261160

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

VI334255

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

VI334381

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.

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

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.

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
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"/>	V1547868
b. Build reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V15617114
c. Build reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V15617116
d. Access reading-related websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1547871
e. Conduct research for projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1547872

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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	VH262637
c. Disruptive students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH262638
d. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH262639

Appendix F-2g: Operational Grade 8 Social Studies

1. Which best describes your role in teaching social studies to this class? Select **all** that apply.
- Ⓐ I teach all or most subjects, including social studies.
 - Ⓑ The only subject I teach is social studies.
 - Ⓒ We team teach, and I have primary responsibility for teaching social studies.
 - Ⓓ I have primary responsibility for teaching civics and/or United States government.
 - Ⓔ I have primary responsibility for teaching geography.
 - Ⓕ I have primary responsibility for teaching United States history.

2. How many students are in this class? Enter the number of students. If you teach more than one eighth-grade social studies class, please enter the number of students in the class you are using as the basis for answering this survey.

3. In a typical week, about how much time in total do you spend with this class on social studies instruction?

_____ hours and _____ minutes per week

4. Which best describes how social studies instruction in your school is organized?
- Ⓐ Social studies is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some social studies instruction is integrated with other subjects, and some social studies instruction is presented as a discrete subject.
 - Ⓒ Social studies lessons are primarily integrated with instruction in other subjects.

5. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Select **one** circle in each row.

	None	1-10%	11-40%	41-60%	61-90%	More than 90%	
a. Civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493389
b. Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493390
c. United States history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493391
d. Other social studies subject (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493392

6. During this school year, how often do you do the following as part of social studies instruction with this class? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Have students read material from a social studies textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493504
b. Have students read extra material about social studies not in the regular textbook (e.g., newspapers, magazines, or online sources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493506
c. Have students conduct research about social studies topics (e.g., online, in a library, or through interviews)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493509
d. Have students use primary sources (e.g., letters, diaries, photographs, films, or essays written by people from the past)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493512

7. During this school year so far, how often have you done each of the following as part of social studies instruction with this class? Select **one** circle in each row.

	Never	Once	Two or three times	Four or five times	More than five times	
a. Had students give class presentations on social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493518
b. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493523
c. Had students take part in debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493524
d. Had students take part in role-playing, mock trials, or dramas about social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493525

8. When students in this class work on social studies, to what extent do they use computers or other digital devices to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Use the Internet to look for evidence or sources (e.g., text documents, photographic images, or films)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493491
b. Play games or use apps in which students play a role (e.g., an explorer, geographer, or historian)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH728046
c. Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text and video clips)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493494
d. Organize information about social studies topics by creating tables, charts, or graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493496
e. Participate in online discussions about social studies on a website (e.g., in forums or social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493498

9. In your social studies class this year, how often do you use each of the following to assess student progress in social studies? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Tests with multiple-choice, true/false, or matching type questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493530
b. Short written responses (e.g., a paragraph or less)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH739504
c. Long written responses (e.g., several paragraphs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493540
d. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493541
e. Computer-based or online assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493544

10. When giving assessments in your social studies class this year, how often do you use the assessment results to do each of the following? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Regularly discuss each student's current level of performance with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493774
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"/>	VH493775
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"/>	VH493777
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"/>	VH493778

11. Do you give instruction in civics and/or United States government to your students?

- Yes
- No

12. In your social studies class this year, how much have you emphasized the following topics in civics and/or United States government? Select **one** circle in each row.

	Never or hardly ever	Less than half of the lessons	About half of the lessons	More than half of the lessons	All or almost all of the lessons	
a. Political parties, elections, and voting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH728261
b. Other countries' governments (e.g., their structure, how they are run, or interactions with the United States)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH728259
c. International organizations (e.g., the United Nations, World Bank, or World Health Organization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH728260
d. Current political and social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH728257

13. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Examining the roles and functions of the three branches of the United States government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493645
b. Examining the rights and responsibilities of United States citizens	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493646
c. Examining how the United States influences and is influenced by events in other countries	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493647
d. Comparing the roles and responsibilities of local, state, and national governments in the United States	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493648
e. Examining why it is important to pay attention to the political process and government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493650
f. Examining why it is important for individuals to participate in the political process and government	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493651
g. Discussing the political process and government with others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493658

14. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach civics and/or United States government? Select **all** that apply.

- Yes, I have attended programs that are required by my school or district.
 Yes, I have attended programs that are not required by my school or district.
 No

15. Do you give instruction in United States history to your students?

- Yes
 No

16. In your social studies class this year, how much have you emphasized the following periods of United States history? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. The period before 1815 (e.g., age of exploration, colonization, settlement, or American Revolution)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493552
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493553
c. 1865 to 1945 (e.g., Reconstruction, industrial growth, United States role in world events, immigration, the Great Depression, or the First and Second World Wars)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493554
d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493556

17. In your social studies class this school year, how much have you emphasized teaching your students each of the following? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. Examining the causes and effects of important events in United States history	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493580
b. Examining how time periods in United States history are similar or different	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493582
c. Judging whether information from a source (e.g., text, visual graphics, video, or audio) is accurate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493583
d. Analyzing the relationship between two historical events	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493587
e. Comparing and evaluating different points of view about the past (e.g., different ideas about what caused the Civil War)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493589
f. Coming up with research questions about why or how something happened in the past (e.g., what were the causes of the Great Depression)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493590
g. Taking and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493591

18. During the past two years, have you attended professional development programs (e.g., training sessions and workshops, including online classes) aimed at improving your ability to teach history? Select **all** that apply.

- Yes, I have attended programs that are required by my school or district.
- Yes, I have attended programs that are not required by my school or district.
- No

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

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493814
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"/>	VH493815
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"/>	VH493816
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"/>	VH493817
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"/>	VH493818
f. My students did well because they are just good at social studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH493819

Appendix F-2h: Operational Grade 4 COVID-19 Teacher Items

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

- A Yes
- B No

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

- A Yes
- B No

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

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

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

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

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

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

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

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

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

	Never	About once or twice a month	About once or twice a week	Every day or almost every day	This is not available to me.	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	<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 fourth-grade students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239663
b. Addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak related school closures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR239665

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

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

Appendix F-2i: Operational Grade 8 COVID-19 Teacher Items

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

- A Yes
 B No

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

- A Yes
 B No

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

	Yes	No	
a. Eighth-grade students in my class have participated in distance learning.	<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)	A	B	C	D	E	VR239651
b. Used tools that help teachers share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	A	B	C	D	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)	A	B	C	D	E	VR239653
d. Participated in professional development or professional learning center activities to acquire additional training in distance learning	A	B	C	D	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

Appendix F-3: 2021 School Questionnaires

Appendix F-3a: Operational Grade 4 CORE

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓘ 7th grade
- Ⓚ 8th grade
- Ⓛ 9th grade
- Ⓜ 10th grade
- Ⓟ 11th grade
- Ⓡ 12th grade

3. Can your school be described by any of the following? Select **all** squares that apply.

- Elementary school
- Middle or junior high school
- Secondary school
- Regular school with a magnet program
- A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Special education school: primarily serves students with disabilities
- Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Private independent school
- Private religiously affiliated school
- Independent charter school
- Charter school administered by local school district

4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- American Association of Christian Schools
- Association of Christian Schools International
- Christian Schools International
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Society of Hebrew Day Schools
- The Association of Boarding Schools
- Not affiliated with any organization

5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- 0%
- 1–5%
- 6–10%
- 11–25%
- 26–50%
- 51–75%
- 76–90%
- Over 90%

7. Approximately what percentage of fourth-graders in your school is new this year?

 %

8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?

- 0%
- 1–2%
- 3–5%
- 6–10%
- More than 10%

9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

12. Does your school participate in the National School Lunch Program?

- A Yes
- B No

13. How does the school operate the program?

- A Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- B All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- A 0%
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–34%
- F 35–50%
- G 51–75%
- H 76–99%
- I 100%

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- A No
- B Yes, our school receives funds, which are targeted to eligible students.
- C Yes, our school receives funds, which are used for schoolwide purposes.

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. ^{VID41920}

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241931
b. Gifted and talented program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241922
c. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241924
d. Special education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241925

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- A 0
- B 1-5
- C 6-10
- D 11-15
- E 16-25
- F More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

19. For all teacher counts entered in this item:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

20. Does your school, district, or diocese offer tenure to teachers?

- A Yes
- B No

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

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

22. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

23. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library

24. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

25. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- Up to 2 years old
- More than 2 years but less than 4 years old
- More than 4 years but less than 6 years old
- 6 years old or more
- I don't know.

26. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- In some classrooms
- In all classrooms
- In a media center
- In a computer lab
- In the school library
- On mobile carts

27. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

28. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?
- Ⓐ Up to 2 years old
 - Ⓑ More than 2 years but less than 4 years old
 - Ⓒ More than 4 years but less than 6 years old
 - Ⓓ 6 years old or more
 - Ⓔ I don't know.

29. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.
- Ⓐ In some classrooms
 - Ⓑ In all classrooms
 - Ⓒ In a media center
 - Ⓓ In a computer lab
 - Ⓔ In the school library
 - Ⓕ On mobile carts

30. In your school, is there a wireless Internet connection that students can use for schoolwork?
- Ⓐ Yes, everywhere or almost everywhere in the school.
 - Ⓑ Yes, in some areas of the school.
 - Ⓒ No

Appendix F-3b: Operational Grade 8 CORE

V11712259

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

V11240382

2. What grades are taught in your school? Select **all** squares that apply.

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓙ 7th grade
- Ⓚ 8th grade
- Ⓛ 9th grade
- Ⓜ 10th grade
- Ⓝ 11th grade
- Ⓟ 12th grade

3. Can your school be described by any of the following? Select **all** squares that apply.

- Elementary school
- Middle or junior high school
- Secondary school
- Regular school with a magnet program
- A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Special education school: primarily serves students with disabilities
- Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Private independent school
- Private religiously affiliated school
- Independent charter school
- Charter school administered by local school district

4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select **all** squares that apply.

- American Association of Christian Schools
- Association of Christian Schools International
- Christian Schools International
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Society of Hebrew Day Schools
- The Association of Boarding Schools
- Not affiliated with any organization

5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- 0%
- 1–5%
- 6–10%
- 11–25%
- 26–50%
- 51–75%
- 76–90%
- Over 90%

7. Approximately what percentage of eighth-graders in your school is new this year?

 %

8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- 0%
- 1–2%
- 3–5%
- 6–10%
- More than 10%

9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

12. Does your school participate in the National School Lunch Program?

- Yes
- No

13. How does the school operate the program?

- Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.
- All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- 0%
- 1–5%
- 6–10%
- 11–25%
- 26–34%
- 35–50%
- 51–75%
- 76–99%
- 100%

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- No
- Yes, our school receives funds, which are targeted to eligible students.
- Yes, our school receives funds, which are used for schoolwide purposes.

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. VH241920

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241931
b. Gifted and talented program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241922
c. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241924
d. Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241925

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- 0
- 1-5
- 6-10
- 11-15
- 16-25
- More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

19. For all teacher counts entered in this item:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

_____ Full-time teachers

b. Part-time

_____ Part-time teachers

20. Does your school, district, or diocese offer tenure to teachers?

- A Yes
- B No

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

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

22. What is the average age of the **desktop computers** in your school?

- A Up to 2 years old
- B More than 2 years but less than 4 years old
- C More than 4 years but less than 6 years old
- D 6 years old or more
- E I don't know.

23. In your school, where are **desktop computers** available for students to work? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library

24. What is the total number of **laptop computers** (including Chromebooks) available for students in your school? Enter the number of laptop computers.

25. What is the average age of the **laptop computers** (including Chromebooks) in your school?

- Ⓐ Up to 2 years old
- Ⓑ More than 2 years but less than 4 years old
- Ⓒ More than 4 years but less than 6 years old
- Ⓓ 6 years old or more
- Ⓔ I don't know.

26. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ On mobile carts

27. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

28. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?
- Ⓐ Up to 2 years old
 - Ⓑ More than 2 years but less than 4 years old
 - Ⓒ More than 4 years but less than 6 years old
 - Ⓓ 6 years old or more
 - Ⓔ I don't know.

29. In your school, where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select **all** squares that apply.
- Ⓐ In some classrooms
 - Ⓑ In all classrooms
 - Ⓒ In a media center
 - Ⓓ In a computer lab
 - Ⓔ In the school library
 - Ⓕ On mobile carts

30. In your school, is there a wireless Internet connection that students can use for schoolwork?
- Ⓐ Yes, everywhere or almost everywhere in the school.
 - Ⓑ Yes, in some areas of the school.
 - Ⓒ No

Appendix F-3c: Operational Grade 4 and 8 Charter School

1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- A Yes
- B No

2. In which year did your school start providing instruction as a charter school?

3. Who granted your school's current charter?

- A School district
- B State board of education (includes state board of regents and District of Columbia State Board of Education)
- C Postsecondary institution
- D State charter-granting agency
- E City or state public charter school board

4. What is the legal status of your school?

- A Officially part of the school district or local education agency (LEA)
- B Independent from the school district or local education agency (LEA)
- C A separate local education agency (LEA) as stipulated by state law

5. Is this school operated by a company or organization that also operates other charter schools?

- A Yes
 B No

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- A We have a comprehensive curriculum with no specialized area of focus.
 B We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 C Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 D Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

7. Does your school provide a written contract for parents?

- A Yes, and parents are required to abide by it.
 B Yes, but signing it is voluntary.
 C No

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/>	<input type="radio"/>	VH241947
b. Home learning environment	<input type="radio"/>	<input type="radio"/>	VH241951
c. Homework	<input type="radio"/>	<input type="radio"/>	VH241946
d. Parent-teacher communication	<input type="radio"/>	<input type="radio"/>	VH241953
e. Parent volunteering	<input type="radio"/>	<input type="radio"/>	VH241952
f. School discipline policy	<input type="radio"/>	<input type="radio"/>	VH241948
g. Student attendance	<input type="radio"/>	<input type="radio"/>	VH241945
h. Student promotion policy	<input type="radio"/>	<input type="radio"/>	VH241950

Appendix F-3d: Operational Grade 4 Mathematics

1. In your school, are fourth-grade students from different classes typically **grouped** for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?

- A Yes
 B No

2. In your school, how often are fourth-grade students' mathematics placements evaluated?

- A Once a year
 B Once a marking period (semester, trimester)
 C More than once a marking period (semester, trimester)
 D Students are not grouped by achievement level.

3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.

4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?

- A Yes, available full-time to fourth-grade teachers
 B Yes, available part-time to fourth-grade teachers
 C No

5. To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240916
b. Provide support or assistance about the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240917
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240918

6. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as patterns and writing number sentences? Select **one** circle in each row.

	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school	
a. Third grade	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240906
b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240909
c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240908
d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240907

7. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240921
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240920
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240923

8. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240934
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240935
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240933

9. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	VH270637
b. Chess clubs	<input type="radio"/>	<input type="radio"/>	VH270638
c. Programming classes	<input type="radio"/>	<input type="radio"/>	VH270640
d. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	VH270641
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VH270643
f. Family mathematics night	<input type="radio"/>	<input type="radio"/>	VH270645

Appendix F-3e: Operational Grade 8 Mathematics

1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) **for remediation or to catch up a grade level**? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

- Ⓐ 0–10%
- Ⓑ 11–20%
- Ⓒ 21–30%
- Ⓓ 31–40%
- Ⓔ 41–50%
- Ⓕ More than 50%

2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.

3. In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction?

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–20%
- Ⓔ 21–30%
- Ⓕ 31–40%
- Ⓖ 41–50%
- Ⓗ More than 50%

4. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select **one** circle in each row.

	Yes	No	
a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270660
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270661
c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/>	<input type="radio"/>	VH270663
d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/>	<input type="radio"/>	VH270664

5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?
- Yes, available full-time to eighth-grade teachers
 - Yes, available part-time to eighth-grade teachers
 - No

6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240964
b. Provide support or assistance about the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240966
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240965

7. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240921
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240920
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240923

8. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240970
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VH240969

9. In this school year, did your school offer any of the following activities? Select **one** circle in each row.

	Yes	No	
a. Mathematics competitions	<input type="radio"/>	<input checked="" type="radio"/>	VH270637
b. Chess clubs	<input type="radio"/>	<input checked="" type="radio"/>	VH270638
c. Programming classes	<input type="radio"/>	<input checked="" type="radio"/>	VH270640
d. Mathematics clubs	<input type="radio"/>	<input checked="" type="radio"/>	VH270641
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input checked="" type="radio"/>	VH270643
f. Family mathematics night	<input type="radio"/>	<input checked="" type="radio"/>	VH270645

Appendix F-3f: Operational Grade 4 Reading

1. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?

- Yes, available full-time to fourth-grade students
- Yes, available part-time to fourth-grade students
- No

2. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI18845246
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI1259935

3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?

- Yes, available full-time to fourth-grade teachers
- Yes, available part-time to fourth-grade teachers
- No

4. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240567
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240566

5. To what extent is your school's English/language arts program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240609

6. To what extent does your school's fourth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH335509
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH335508
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH586820

7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VH335489
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH335490
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH335494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH335492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH335491
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH335493

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade English-language learners (ELLs)? Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VH846130
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH846127
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH846128
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input type="radio"/>	VH846132
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH846131

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260140
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260142

Appendix F-3g: Operational Grade 8 Reading

1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?
- A Yes, available full-time to eighth-grade students
 - B Yes, available part-time to eighth-grade students
 - C No

2. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VI2562871
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VI2559963

3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?
- A Yes, available full-time to eighth-grade teachers
 - B Yes, available part-time to eighth-grade teachers
 - C No

4. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select **one** circle in each row.

VI240602

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI240604
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI240603

5. To what extent is your school's English/language arts program structured according to the following resources? Select **one** circle in each row.

VI240605

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VI240609

6. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240618
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240619
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240617

7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input checked="" type="radio"/>	VH240621
b. Reading specialists or literacy coaches	<input type="radio"/>	<input checked="" type="radio"/>	VH240622
c. Speech pathologists	<input type="radio"/>	<input checked="" type="radio"/>	VH240623
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH240624
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH240627
f. Parent volunteers	<input type="radio"/>	<input checked="" type="radio"/>	VH240626

8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English-language learners (ELLs)? Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VIH562377
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VIH562374
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VIH562375
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input type="radio"/>	VIH58637
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VIH562378

9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIH260138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIH260140
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIH260142

Appendix F-3h: Operational Grade 8 Social Studies

1. At what grade do students in your school typically take the following classes? Select **one or more** squares in each row.

	5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.	
a. A class primarily focused on civics and/or United States government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH494278
b. A class primarily focused on geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH494279
c. A class primarily focused on United States history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH494280
d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH494281

2. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school for **social studies teachers**? Select **one or more** squares in each row.

	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No	
a. Programs aimed at developing and improving practices for social studies instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH495690
b. Programs aimed at developing and improving general teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH495691
c. Programs aimed at developing and improving general teaching of critical reading and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH71.7354
d. Programs aimed at using technology in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VH71.7355

3. How much is your school's social studies program for eighth-graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494356
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494357
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494359
d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494360
e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494361
f. Recommendations from school social studies department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH727954
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494364
h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494365
i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494366

4. How much does your school's eighth-grade social studies curriculum (e.g., civics and/or United States government, geography, or United States history) focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494370
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494371
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494373

5. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select **one** circle in each row.

	Yes	No	
a. Tutoring	<input type="radio"/>	<input checked="" type="radio"/>	VH494347
b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/>	<input checked="" type="radio"/>	VH494348
c. Use of instructional aides for pull-out instruction	<input type="radio"/>	<input checked="" type="radio"/>	VH494349
d. Extra work or homework	<input type="radio"/>	<input checked="" type="radio"/>	VH494350
e. Before- or after-school programs	<input type="radio"/>	<input checked="" type="radio"/>	VH494351
f. Summer school programs	<input type="radio"/>	<input checked="" type="radio"/>	VH494353
g. Extra help for English-language learners	<input type="radio"/>	<input checked="" type="radio"/>	VH494354

6. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select **one** circle in each row.

	Yes	No	
a. Student government	<input type="radio"/>	<input checked="" type="radio"/>	VH495722
b. Classes with a community service component	<input type="radio"/>	<input checked="" type="radio"/>	VH495723
c. Clubs with a community service component	<input type="radio"/>	<input checked="" type="radio"/>	VH495724
d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/>	<input checked="" type="radio"/>	VH495725

Appendix F-3i: Operational Grade 4 COVID-19 School Items

1. For **this school year**, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before this school year	Yes, during this school year	Yes, before and during this school year	No	Distance learning was not offered	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267150
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267151
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267152
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267156
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267154
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267155
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267153

2. For **this school year**, did your school or district distribute laptop computers or tablets to students to take home?

- Ⓐ The school or district distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- Ⓑ The school or district distributed laptop computers or tablets to all students doing distance learning.
- Ⓒ The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home.
- Ⓓ The school or district did not distribute laptop computers or tablets to any students.
- Ⓔ Other (Please specify): _____

3. For **this school year**, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.

- Ⓐ All of the students at this school already have Internet access at home.
- Ⓑ The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home.
- Ⓒ The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home.
- Ⓓ The school or district made spaces available where students doing distance learning could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
- Ⓔ The school or district did not assist students with getting Internet access at home.
- Ⓕ Other (Please specify): _____

4. In **this school year**, how was class instruction organized? Select **one** circle in each row.

	Not applicable	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VR268534
b. Classes normally taught in person moved to a distance learning format.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VR268535
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VR267165
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VR267163

5. While doing distance learning **this school year**, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Not applicable	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267172
b. Conduct virtual office hours or online meetings with students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267173
c. Initiate phone calls to students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267175
d. Initiate communications with parents or guardians about their child's progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267174

6. Has the structure of **this school year** been modified in the following ways? Select **one** circle in each row.

	Yes	No	
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR239706
b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VR239707
c. The length of the school day has been extended to make up for learning time that was missed last school year.	<input type="radio"/>	<input type="radio"/>	VR239708
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR249734
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR239710
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR239711

7. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2019-2020 school year?

- Yes
- No

8. When your school was closed **last school year** because of the COVID-19 outbreak, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before the initial school closure	Yes, during the school closure	Yes, both before and during the school closure	No	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239688
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239689
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239690
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239691
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239692
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239693
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239694

9. When your school was closed **last school year** because of the COVID-19 outbreak, did teachers do the following things to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes	No	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	<input type="radio"/>	<input type="radio"/>	VR239703
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	<input type="radio"/>	<input type="radio"/>	VR239704
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	<input type="radio"/>	<input type="radio"/>	VR239705

10. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district distribute laptop computers or tablets to students to take home?

- The school or district already distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak.
- The school or district distributed laptop computers or tablets only to students who did not have access to one at home during the COVID-19 outbreak.
- The school or district did not distribute laptop computers or tablets to any students.
- Other (Please specify): _____

11. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.

- A All of the students at this school already had Internet access at home.
- B The school or district worked with Internet providers to assist students with getting Internet access at home.
- C The school or district provided hotspots or other devices to assist students with getting Internet access at home.
- D The school or district made spaces available where students could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
- E The school or district did not assist students with getting Internet access at home.
- F Other (Please specify): _____

12. When your school was closed **last school year** because of the COVID-19 outbreak, how was class instruction organized? Select **one** circle in each row.

	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239713
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239714
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239717
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239718

13. When your school was closed **last school year** because of the COVID-19 outbreak, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239698
b. Conduct virtual office hours or online meetings with students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239699
c. Initiate phone calls to students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239701
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239702

14. When your school was closed **last school year** because of the COVID-19 outbreak, approximately what percentage of students attended distance learning activities in a typical week?

- Ⓐ 0–25%
- Ⓑ 26–50%
- Ⓒ 51–60%
- Ⓓ 61–70%
- Ⓔ 71–80%
- Ⓕ 81–90%
- Ⓖ Over 90%
- Ⓗ The school did not track student attendance during this time.

Appendix F-3j: Operational Grade 8 COVID-19 School Items

1. For **this school year**, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before this school year	Yes, during this school year	Yes, before and during this school year	No	Distance learning was not offered	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267150
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267151
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267152
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267156
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267154
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267155
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267153

2. For **this school year**, did your school or district distribute laptop computers or tablets to students to take home?

- Ⓐ The school or district distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- Ⓑ The school or district distributed laptop computers or tablets to all students doing distance learning.
- Ⓒ The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home.
- Ⓓ The school or district did not distribute laptop computers or tablets to any students.
- Ⓔ Other (Please specify): _____

3. For **this school year**, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.

- Ⓐ All of the students at this school already have Internet access at home.
- Ⓑ The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home.
- Ⓒ The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home.
- Ⓓ The school or district made spaces available where students doing distance learning could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
- Ⓔ The school or district did not assist students with getting Internet access at home.
- Ⓕ Other (Please specify): _____

4. In **this school year**, how was class instruction organized? Select **one** circle in each row.

	Not applicable	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR268534
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR268535
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR267165
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR267163

5. While doing distance learning **this school year**, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Not applicable	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267172
b. Conduct virtual office hours or online meetings with students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267173
c. Initiate phone calls to students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267175
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267174

6. Has the structure of **this school year** been modified in the following ways? Select **one** circle in each row.

	Yes	No	
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR239706
b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VR239707
c. The length of the school day has been extended to make up for learning time that was missed last school year.	<input type="radio"/>	<input type="radio"/>	VR239708
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR249734
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR239710
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR239711
g. Students had the option to repeat a specific class or subject.	<input type="radio"/>	<input type="radio"/>	VR239712

7. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2019-2020 school year?

- Yes
 No

8. When your school was closed **last school year** because of the COVID-19 outbreak, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before the initial school closure	Yes, during the school closure	Yes, both before and during the school closure	No	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239688
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239689
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239690
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239691
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239692
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239693
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239694

9. When your school was closed **last school year** because of the COVID-19 outbreak, did teachers do the following things to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes	No	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	<input type="radio"/>	<input type="radio"/>	VR239703
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	<input type="radio"/>	<input type="radio"/>	VR239704
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	<input type="radio"/>	<input type="radio"/>	VR239705

10. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district distribute laptop computers or tablets to students to take home?

- The school or district already distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak.
- The school or district distributed laptop computers or tablets only to students who did not have access to one at home during the COVID-19 outbreak.
- The school or district did not distribute laptop computers or tablets to any students.
- Other (Please specify): _____

11. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.

- A All of the students at this school already had Internet access at home.
- B The school or district worked with Internet providers to assist students with getting Internet access at home.
- C The school or district provided hotspots or other devices to assist students with getting Internet access at home.
- D The school or district made spaces available where students could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
- E The school or district did not assist students with getting Internet access at home.
- F Other (Please specify): _____

12. When your school was closed **last school year** because of the COVID-19 outbreak, how was class instruction organized? Select **one** circle in each row.

	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239713
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239714
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239717
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239718

13. When your school was closed **last school year** because of the COVID-19 outbreak, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239698
b. Conduct virtual office hours or online meetings with students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239699
c. Initiate phone calls to students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239701
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR239702

14. When your school was closed **last school year** because of the COVID-19 outbreak, approximately what percentage of students attended distance learning activities in a typical week?

- Ⓐ 0–25%
- Ⓑ 26–50%
- Ⓒ 51–60%
- Ⓓ 61–70%
- Ⓔ 71–80%
- Ⓕ 81–90%
- Ⓖ Over 90%
- Ⓗ The school did not track student attendance during this time.

