NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

National Assessment of Educational Progress (NAEP) 2026

Appendix J2 2026 Teacher Questionnaires

OMB# 1850-0928 v.38



September 2025

Important changes in how we collect demographic information are reflected in the 2026 instruments that are ready for publication and review. In March 2024, the Office of Management and Budget (OMB) announced revisions to Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity (SPD 15) and published the revised SPD15 standard in the Federal Register (89 FR 22182). See Part A.7 of this package to see how NCES plans to incorporate these revisions into NAEP 2026.

Additionally, materials in this Amendment are in compliance with the White House's Executive Orders "Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government," (January 20, 2025) and "Ending Radical and Wasteful Government DEI Programs and Preferencing," (January 20, 2025).

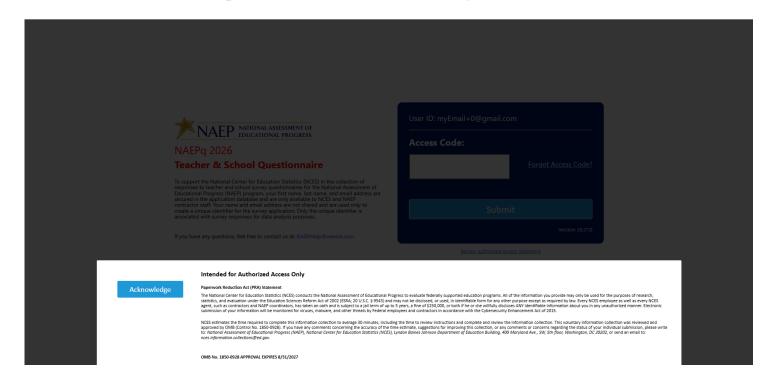
Appendix J2 provides the teacher survey questionnaires that will be administered in 2026, and any changes to the items from the 2024 administration are reflected in summary tables. Please note, some of the numbers of the items may be missing or out of order in these printed versions. This will be corrected in the platform view.

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Sample Teacher Questionnaire Login Screens



Appendix J2-1: Summary of Changes Operational Grade 4 (Core)

2026 Operational Grade 4 Core Teacher						
Previous Item	2026 Item	D/ A/R+	Rationale			
1. What is your gender? © Female © Male © Another gender (Please specify):	N/A	D	This Item was dropped to adhere to the January 2025 Executive Order on gender ideology and identity.			
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.	N/A	D	This Item was dropped and folded into the following suite of updated Race/ Ethnicity Items.			

2026 Operational Grade 4 Core Teacher						
Previous Item	2026 Item		D/ A/R+	Rationale		
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	1. What is your race and/or ethnicity? Select one or more answer choices.	VECTABLE	R	For 2026, we have aligned Inline Directions in Teacher and School Items with		
(2024)	Issue: Race/Ethnicity			the Directions currently		

				used in Student Items. The Race/ Ethnicity Items have been updated to adhere to OMB updated Statistical Policy Directive No. 15.
N/A (2024)	2. You have selected American Indian or Alaska Native as your race and/or ethnicity. Provide details below (e.g., Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana. Bative Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.). Issue: Race/Ethnicity	373793	A	The Race/ Ethnicity Items have been updated.

2026 Operational Grade 4 Core Teacher					
Previous Item	2026 Item		D/ A/R+	Rationale	
N/A	3. You have selected Asian as your race and/or ethnicity. Provide details below and select one or more answer choices. ◆ Chinese ◆ Asian Indian ◆ Filipino ◆ Vietnamese ◆ Korean ◆ Japanese ◆ Another group (e.g., Pakistani, Hmong, Afghan, etc.):	V887790	A	The Race/ Ethnicity Items have been updated.	
(2024)	Issue: Race/Ethnicity				

N/A	VR873	Α	The Race/
N/A	You have selected Black or African American as your race and/or ethnicity. Provide details below and select one or more answer choices.	A	Ethnicity
	African American Jamaican		Items have
	© Haitian		
	© Nigerian		been
	© Ethiopian © Somali		updated.
	Another group (e.g., Trinidadian and Tobagonian, Ghanaian, Congolese, etc.):		
(2024)	Januar Daga / Ethaniaita		
(2021)	Issue: Race/Ethnicity		
		A	The Race/
		A	
N/A		73790	Ethnicity
N/A	 You have selected Hispanic or Latino as your race and/or ethnicity. Provide details below and select one or more answer choices. 		Items have
	Mexican		been
	Puerto Rican Salvadoran		updated.
	© Cuban		
	© Dominican		
	Guatemalan Another group (e.g., Colombian, Honduran, Spaniard, etc.):		
(2024)			
(2024)	Issue: Race/Ethnicity		
000/0	entional Grade 4 Core Teacher		
2026 Oper	rational Grade 4 Core Teacher		
		D/	Rationale
Previous Item	2026 Item	D/ A/P+	Rationale
		D/ A/R+	Rationale
		A/R+	
			The Race/
Previous Item	2026 Item	A/R+	The Race/ Ethnicity
	2026 Item	A/R+	The Race/ Ethnicity Items have
Previous Item	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese	A/R+	The Race/ Ethnicity Items have been
Previous Item	Color of the African as your race and/or ethnicity. Provide details below and select one or more answer choices.	A/R+	The Race/ Ethnicity Items have
Previous Item	Comparison of the provide details below and select one or more answer choices. Lebanese Iranian Egyptian Syrian	A/R+	The Race/ Ethnicity Items have been
Previous Item	Compared to the selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. Lebanese Iranian Egyptian	A/R+	The Race/ Ethnicity Items have been
Previous Item	2026 Item 6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi	A/R+	The Race/ Ethnicity Items have been
Previous Item	2026 Item 6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli	A/R+	The Race/ Ethnicity Items have been
Previous Item N/A	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.):	A/R+	The Race/ Ethnicity Items have been
Previous Item	2026 Item 6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli	A/R+	The Race/ Ethnicity Items have been
Previous Item N/A (2024)	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity	A/R+ A	The Race/ Ethnicity Items have been updated.
Previous Item N/A	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity	A/R+ A	The Race/ Ethnicity Items have been updated.
Previous Item N/A (2024)	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity	A/R+ A	The Race/ Ethnicity Items have been updated. The Race/ Ethnicity
Previous Item N/A (2024)	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity 7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. © Native Hawaiian © Samoan	A/R+ A	The Race/Ethnicity Items have been updated. The Race/Ethnicity Items have
Previous Item N/A (2024)	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity 7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. © Native Hawaiian	A/R+ A	The Race/ Ethnicity Items have been updated. The Race/ Ethnicity
Previous Item N/A (2024)	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity 7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. © Native Hawaiian © Samoan © Chamorro © Tongan © Fijian	A/R+ A	The Race/Ethnicity Items have been updated. The Race/Ethnicity Items have
Previous Item N/A (2024)	Compared to the selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. Lebanese Iranian Syrian Iraqi Israeli Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity 7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. Native Hawaiian Samoan Chamorro Tongan Fijian Marshallese	A/R+ A	The Race/Ethnicity Items have been updated. The Race/Ethnicity Items have been
Previous Item N/A (2024)	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity 7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. © Native Hawaiian © Samoan © Chamorro © Tongan © Fijian	A/R+ A	The Race/Ethnicity Items have been updated. The Race/Ethnicity Items have been
Previous Item N/A (2024) N/A	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity 7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. © Native Hawaiian © Samoan © Chamorro © Tongan © Fijian © Marshallese © Another group (e.g., Chuukese, Palauan, Tahitian, etc.):	A/R+ A	The Race/ Ethnicity Items have been updated. The Race/ Ethnicity Items have been
Previous Item N/A (2024)	Compared to the selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. Lebanese Iranian Syrian Iraqi Israeli Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity 7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. Native Hawaiian Samoan Chamorro Tongan Fijian Marshallese	A/R+ A	The Race/ Ethnicity Items have been updated. The Race/ Ethnicity Items have been

N/A	8. You have selected White as your race and/or ethnicity. Provide details below and select one or more answer choices. © English © German © Irish © Italian © Polish © Scottish © Another group (e.g., French, Swedish, Norwegian, etc.):	A	The Race/ Ethnicity Items have been updated.
(2024)	Issue: Race/Ethnicity		

2026 Oper	ational Grade 4 Core Teacher		
Previous Item	2026 Item	D/ A/R+	Rationale
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.	11. Do you hold a regular or standard certificate that is valid in the state in which you are currently Jeaching? ① Yes, I hold a permanent certificate. ① Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) ② No, but I am currently working toward certification. ② No, but I am planning to obtain certification in the future. ② No, and I am not planning to obtain certification.	R	Response Option D was added.
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 No	12. 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, e.g., a state, district, or university alternative route to certification program.) Yes No Issue: Teacher Preparation	R	We revised "for example" to "e.g." to be consistent with the phrasing used elsewhere in Teacher and School Items.

2026 Oper	ational Grade 4 Core Teacher		
Previous Item	2026 Item	D/	Rationale

						A/R+	
9. Did you have a major, minor, or part of your undergraduate cours a. Reading, language arts, or literacy education b. English c. Other language arts-related subject d. Mathematics education e. Mathematics f. Other mathematics-related subject such as statistics g. Education (including elementary or early childhood) h. Special education (including students with disabilities) i. English language learning (2024)	special emphasis in ework? Select one of Yes, a major	any of the following irele in each row. Yes, a minor of special emphasis	g subjects as	VIDAI758 VYIDAI758 VYIDAI754 VYIDAI756 VYIDAI756 VYIDAI776 VYIDAI776 VYIDAI776 VYIDAI776 VYIDAI776	14. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate conservork? Select one answer choice on each row. Ves. a major Ves. a minor or special No	R	For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. SubItems b, c, d, f, and i were dropped due to high percentage s of "No" responses
						D	This Item
10. Since completing your undergradu	ate degree, have you	u taken any graduate	: courses?	VH240204	N/A	U	was dropped to reduce burden and streamline content.
(2024)							

2026 Operational Grade 4 Core Teacher										
Previous Item	vious Item 2026 Item						D/ A/R+	Rational		
11. Did you have a major, minor, or s part of your graduate coursework			subjects as	VH241785					R	For 2026,
	Yes, a major	Yes, a minor or special emphasis	No					VHD41785		we have
a. Reading, language arts, or literacy education	®	Ф	0	VH241791	15. Did you have a major, minor, or special of your graduate coursework? Select one answer choice on each row.	emphasis in any of the	following subjects as part			aligned
b. English c. Other language arts-related	0	0	0	VH241789 VH241810		Yes, a major	Yes, a minor or special emphasis	No		Inline
d. Mathematics education	<u> </u>	0		VH241792	a. Reading, language arts, or literacy education	®	Φ	0		Directions
e. Mathematics	0	0	0	VH241793	VH241793	Ø0	Φ	0		2
f. Other mathematics-related subject such as statistics	0	0	0	VH241794	b. Mathematics voneros c. Education (including elementary or early					in Teache
g. Education (including elementary or early childhood)	0	®	0	VH241795	c. Education (including elementary or early childhood)		Φ	0		and Schoo
h. Special education (including students with disabilities)	0	0	0	VH241807	d. Special education (including students with disabilities)	•	0	0		Items with
i. English language learning	0	10	0	VH241808						Italia With
										the
										Directions

(2024)	Issue: Teacher Preparation		currently
			used in
			Student
			Items.
			SubItems b,
			c, d, f, and i
			were
			dropped
			due to high
			percentage
			s of "No"
			responses
			(over 80%).
		D	Learning
VE28607			Recovery
12. During this school year, what percentage of your students have been absent from school 10% or more of all school days?	N/A		Items were
None1-5%			dropped
© 6-10%			from the
© 11–25% © 26–50%			2026 NAEP
© 51-75% © 76-90%			Assessmen
© Over 90%			t.
(2224)			
(2024)			

2026 Operational Grade 4 Core Teacher						
Previous Item	2026 Item	D/	Rationale			
		A/R+				
		D	This Item			
			was			
16. In this school year, have you participated in training on computers or other digital devices through your school?	N/A		dropped to			
① No			prioritize			
Once Twice			newer,			
© Several times			updated			
			Teacher			
			items on			
(2024)			Technology			
(102.)			Use.			
		R	For 2026,			
			we have			
			aligned			
			Inline			
			Directions			
			in Teacher			
			and School			

	ou received training in each row.				 During this school year, have you received training from any source in any of the following areas? I Select one answer choice on each row. 		Items with
	No, I am already proficient.	No, I have not.	Yes		Yes, I received training Yes, I received training in this area more than	e not received in this area.	the
a. Basic computer training b. Software applications	®	(D)	0	VH241894 VH241895	VESSOOI)	in this area.	Directions
c. Use of the Internet d. Use of other technology—for example, satellite access,	®	•	0	VH241898	VES#6054	Φ	currently
wireless Web, interactive video, closed-circuit television, videoconferencing	•	•	0	VH241897	c. Use of online technology to support remote learning	0	used in
e. Integration of computers and other technology into classroom	0	•	©	VH241896	d. Use of online learning technology to support students with specific needs	•	Student
instruction							Items. The
(2024)					Issue: Technology Use		Item has
(,							been revised to
							focus on
							training in
							Technology
							Use.
							Ose.
						D	This and
							the related
18. In this school year, which of the f devices are available in your scho	following types of co	omputers or other d Select all squares th	ligital 1at apply.	VB860597	N/A		Items were
 Desktop computers 							dropped in
 Laptop computers (including Tablets (for example, Surface 		re)					favor of a
							more
(2024)							current an
							concise
							format for
							questions
							on
							Technology
							Use.
		2	2026 (Oper	ational Grade 4 Core Teacher		
					2026 Item	D/	Rationale
Previous Item						A/R+	
Previous Item							
Previous Item						D	This and
Previous Item						D	This and
	ers in your school v	work?		VH592052	N/A	D	the related
 How well do the desktop comput ♠ All computers are functional 	and operate quickly	y.		VH592052	N/A	D	the related
 19. How well do the desktop comput 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	3.	VH592052	N/A	D	the related Items were dropped in
 19. How well do the desktop comput 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	s.	VH592052	N/A	D	the related Items were dropped in favor of a
 19. How well do the desktop comput All computers are functional All computers are functional All computers are functional Some of the computers do no 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	s.	V8550052	N/A	D	the related Items were dropped in favor of a more
 19. How well do the desktop comput 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VH59005	N/A	D	the related Items were dropped in favor of a more
 19. How well do the desktop comput 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VHENOICO	N/A	D	the related Items were dropped in favor of a more current an concise
 19. How well do the desktop comput 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VH50052	N/A	D	the related Items were dropped in favor of a more current an concise
 19. How well do the desktop comput All computers are functional All computers are functional All computers are functional Some of the computers do no I don't know. 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VH50002	N/A	D	the related Items were dropped in favor of a more current an concise format for
 19. How well do the desktop comput All computers are functional All computers are functional All computers are functional Some of the computers do no 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	s.	VHESIONO	N/A	D	the related Items were dropped in favor of a more current an concise format for questions
 19. How well do the desktop comput All computers are functional All computers are functional All computers are functional Some of the computers do no I don't know. 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VHS00S	N/A	D	the related Items were dropped in favor of a more current an concise format for questions on
 19. How well do the desktop comput All computers are functional All computers are functional All computers are functional Some of the computers do no I don't know. 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VH#50002	N/A		the related Items were dropped in favor of a more current an concise format for questions on Technolog Use.
 19. How well do the desktop comput 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VHENDING	N/A	D	the related Items were dropped in favor of a more current an concise format for questions on Technolog Use.
 19. How well do the desktop comput 	and operate quickly , but some run more , but all or almost al	y. e slowly than other all run slowly.	5.	VHSGDG	N/A		the related Items were dropped in favor of a more current an concise format for questions on Technolog Use.

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.			favor of a more current and concise format for questions on
			Technology Use.
21. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school work! ② All tablets are functional and operate quickly. ③ All tablets are functional, but some run more slowly than others. ③ All tablets are functional, but all or almost all run slowly. ⑤ Some of the tablets do not operate and cannot be used. ① I don't know. (2024)	N/A	D	This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use.

				20	26 O _l	oer	ational Grade 4 Core Tea	cher	
Previous Iter	n						2026 Item	D/ A/R+	Rationale
22. Were you trained to do COVID-19 pandemic?	Select one ci		w.	to this	use of the	VR730429	N/A	D	Learning Recovery Items were dropped
a. Provide individual or small-group tutoring		•	0	,	0	VR730460			from the
 Use formative assessment inform instruction 	ents to	∞	0		0	VR730461			2026 NAEP
 Manage instructional ti effectively 	me	⊗	0	,	0	VR730462			Assessmen
d. Prioritize key learning s e. Support social-emotion		⊗	(1)		0	VR740343			Assessifien
(2024)									
23. How often do you do the	he following	in this school?	Select one cir	rcle in each r	row.	VH304679		D	This Item
	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		NI/A		was
a. Teach jointly as a team in the same class	®	•	0	0	Φ	VH304693	N/A		dropped to make space
b. Observe other teachers' classes and provide feedback	•	•	0	0	Φ	VH304698			for new
c. Engage in discussions about the learning development of specific students	•	•	0	0	Φ	VH304736			Teacher
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student	®	•	0	Φ	Φ	VH304740			Items in the 2026 NAEP
progress									INALI

		t.
(2024)		
(/		

Previous Item	evious Item 2026 Item								D/ A/R+	Rational			
a. The school building needs significant repair. b. Classrooms are overcrowded. c. Teachers have too many teaching hours. d. Teachers do not have stop to the control of	Not a problem	1 10	or Mc Pre	derate oblem	Serious problem	VIDAMS VIDAMS	22. In your school, how severe Select one answer choice of a select one answer choice of a significant expair. a. The school building needs significant expair. b. Classrooms are overcrowded. vote of the selection of the selection of the selection of the selection of the selection, or meeting with students). d. Teachers do not have adequate workspace (e.g., for preparation, or meeting with students). e. Teachers do not have adequate instructional materials and supplies. Issue: School C	© Control of the cont	Minor problem © © © ©	Moderate problem	Serious problem	R	For 2026, we have aligned Inline Directions in Teache and School Items with the Directions currently used in Student Items.
a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	Not at all A	statements A little bit like me	apply to you Somewhat like me © ©	as a teacher Quite a b like me		VH305016 VH305024 VH305024	23. How much does each of the Select one answer choice or	each row. at all like me A little me a a a a a a a a a a a a a a	bit like Somewhat me		Exactly like me D D D	R	For 2026, we have aligned Inline Directions in Teache and School Items with the Directions currently used in Student

2026 Operational Grade 4 Core Teacher						
Previous Item	2026 Item	D/ A/R+	Rationale			
		R	For 2026, we have aligned Inline			

26. Whether a student doe things. You may feel than others. In school, following? Select one	hat some of the how possible	nese things are	e easier for you	r students to	change	VH329966	24. Whether a student do You may feel that som others. In school, how Select one answer cho	e of these things a possible is it for ye	re easier for your stu	dents to change t	han			Directions in Teacher
	Not at all possible to	A little possible to	Somewhat possible to	Quite possible to	Completely possible to			Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change		and School
a. Being intelligent	change	change	change	change	change	VH329967	a. Being intelligent	•	•	0	0	Φ		Items with
b. Putting forth a lot of effort	0	(1)	0	0	0	VH329968	b. Putting forth a lot of effort	Φ	0	0	0	Φ		the
c. Behaving well in class	0	Φ	0	Ф	0	VH329970	c. Behaving well in class							Directions
							Issue: Desire	forloa	rnina					
2024)							issue. Desire	IOI Lea	IIIIIIII					currently
														used in
														Student
														Items.
														This Harry
													Α	This Item
1./4							18. In a typical week, how	often do you use o	ligital technology to	do each of the fo	llowing VESSSON			was added
N/A							tasks? Select one answer cho		6, 10					to measure
								Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		technology
							a. Teach classes using online classrooms	Φ	0	0	Φ	Φ		use among
							b. Meet with other teachers online	•	Φ	0	Φ	Φ		teachers.
							c. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	•	Φ	0	Φ	Ф		
							d. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	•	Ф	0	0	Ф		
							e. Access professional development materials (e.g., videos, slide decks, or tutorials)	•	Φ	0		Φ		
							f. Send group communications about school/class information to parents	•	Φ	0	Φ	Φ		
							g. Provide updates to parents on individual student progress	•	Φ	0	Φ	Φ		
2024)							Issue: Techno	ology U	se					

	2026 Operational Grade 4 Core Teacher						
Previous Item	2026 Item	D/ A/R+	Rationale				
N/A (2024)	19. How well do the computers, tablets, and Chromebooks in your school function? All of the devices function well. Some of the devices function well. None or almost none of the devices function well and they cannot be used. Idon't know.	A	This Item was developed to measure technology use and quality of digital technology in schools.				
N/A		A	This Item was developed to measure technology use and				

(2024)	20. To what extent is the school Internet connection speed adequate for activities in your class? © Not at all © Small extent © Moderate extent © Large extent		quality of digital technology in schools.
	Issue: Technology Use		
N/A (2024)	21. To what extent is the school Internet connection reliable throughout the school day? O Not at all O Small extent O Moderate extent Large extent Issue: Technology Use	A	This Item was developed to measure technology use and quality of digital technology in schools.

o you think you would neach row. I definitely can't	I probably can't	he following	I definitely can	A	This Item was developed to measure teaching self- efficacy.
(c)	•	© © ©	© © ©		teaching self-
	© ©	0	© ©		self-
77 (c)	© ©	0	•		
© 277	•	0	Φ		етпсасу.
5 t	Φ	0	Φ		
t	-				
	•	0	Φ		
Factors					1
			¥58600	A	This Item
	ld be able to do each o	the following			developed
	t I probably can't	I probably can	I definitely can]	to measur
si 🚳	•	0	Φ		teacher
e	•	0	Φ		technolog
sg 👁	•	0	Φ		self-
ng ©	0	0	Φ		efficacy.
®	•	0	0		
c ©	•	0	Φ		
vusse vusse vusse vusse vusse epir vusse epir	Let on each tow. I definitely can't was a second of the can't was a s	Total from the content of the cont	I definitely can't	Telefinitely can't	I definitely can't I probably can't I probably can I definitely can

Appendix J2-2: Operational Grade 4 (Core)

	VR879404
1. What is your race and/or ethnicity?	
Select one or more answer choices.	
American Indian or Alaska Native	
Asian	
© Black or African American	
Hispanic or Latino	
Middle Eastern or North African	
Native Hawaiian or Pacific Islander	
© White	
 You have selected American Indian or Alaska Native as your race and/or ethnicity. Provide details below (e.g., Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.). 	VR873793
3. You have selected Asian as your race and/or ethnicity.	VR873792
Provide details below and select one or more answer choices.	
Chinese	
Asian Indian	
© Filipino	
© Vietnamese	
© Korean	
© Japanese	
Another group (e.g., Pakistani, Hmong, Afghan, etc.):	

			V
4.	You	u have selected Black or African American as your race and/or ethnicity.	
	Pro	ovide details below and select one or more answer choices.	
	(A)	African American	
	®	Jamaican	
	0	Haitian	
	0	Nigerian	
	(E)	Ethiopian	
	(E)	Somali	
	©		
			VR873790
5.	You	a have selected Hispanic or Latino as your race and/or ethnicity.	
	Pro	wide details below and select one or more answer choices.	
	(A)	Mexican	
	B	Puerto Rican	
	0	Salvadoran	
	0	Cuban	
	(E)	Dominican	
	(D)	Guatemalan	
	©	Another group (e.g., Colombian, Honduran, Spaniard, etc.):	
,	V		VR873794
6.		a have selected Middle Eastern or North African as your race and/or ethnicity.	
		Lebanese	
	B	Iranian	
	6.00	Egyptian	
	0	Syrian	
	(Iraqi	
	(Israeli	
	(Table 10)	Another group (e.g., Moroccan, Yemeni, Kurdish, etc.):	
		w * . W.	

VR873795

7.	7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity.							
	Pro	vide details below and select one or more answer choices.						
	(A)	Native Hawaiian						
	®	Samoan						
	0	Chamorro						
	0	Tongan						
	(E)	Fijian						
	(D)	Marshallese						
	©	Another group (e.g., Chuukese, Palauan, Tahitian, etc.):						
								
			VR873789					
8.	You	have selected White as your race and/or ethnicity.						
	Pro	vide details below and select one or more answer choices.						
	(A)	English						
	(B)	German						
	0	Irish						
	0	Italian						
	(E)	Polish						
	(D)	Scottish						
	©	Another group (e.g., French, Swedish, Norwegian, etc.):						

9.		luding student teaching, how many years have you worked as an elementary or ondary teacher, counting this year?	VH240195
	(A)	Less than 1 year	
	(B)	1–2 years	
	0	3–5 years	
	0	6-10 years	
	(E)	11–20 years	
	(D)	21 or more years	
10.	Hav	ve you been awarded tenure by the school, district, or diocese where you currently ch?	VH547397
	(A)	Yes	
	B	No	
	0	My school, district, or diocese does not award tenure.	
11.		you hold a regular or standard certificate that is valid in the state in which you are rently teaching?	VR609887
	(A)	Yes, I hold a permanent certificate.	
	(B)	Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)	
	0	No, but I am currently working toward certification.	
	0	No, but I am planning to obtain certification in the future.	
	(D)	No, and I am not planning to obtain certification.	

12. 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, e.g., a state, district, or university alternative route to certification program.)

- Yes
- ® No

VH240200

- 13. 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.)

VH241753

14. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework?

Select one answer choice on each row.

	Yes, a major	Yes, a minor or special emphasis	No
a. Reading, language arts, or literacy education	0	®	0
b. Mathematics	0	(8)	0
vH241762 c. Education (including elementary or early childhood)	•	(8)	0
d. Special education (including students with disabilities)	0	®	0

VH241785

15. Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework?

	Yes, a major	Yes, a minor or special emphasis	No
a. Reading, language arts, or literacy education	0	®	0
b. Mathematics	0	®	0
c. Education (including elementary or early childhood)	0	®	0
d. Special education (including students with disabilities)	•	®	0

VH294995

- 16. 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

VR585997

17. During this school year, have you received training from any source in any of the following areas?

Select one answer choice on each row.

	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No, I have not received training in this area.
a. Use of online teacher and learning resources	0	®	0
b. Use of online workspaces for sharing teaching and learning resources	0	•	0
c. Use of online technology to support remote learning	0	•	0
d. Use of online learning technology to support students with specific needs	•	•	0

VR585996

18. In a typical week, how often do you use digital technology to do each of the following tasks?

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. Teach classes using online classrooms	0	(8)	0	0	©.
b. Meet with other teachers online	8	®	0	0	©
c. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	0	(6)	0	Φ	©
d. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	Θ	®	0	Φ	©
e. Access professional development materials (e.g., videos, slide decks, or tutorials)	0	®	0	Φ	©.
f. Send group communications about school/class information to parents	0	®	0	Φ	©
g. Provide updates to parents on individual student progress	®	(8)	0	•	Œ

19.	How	well do the computers, t	ablets, and Chro	mebooks in your s	school function?	VR586337
	(A)	All of the devices functio	n well.			
	B :	Some of the devices func	tion well.			
	©]	Few of the devices function	on well.			
	①	None or almost none of t	he devices functi	on well and they	cannot be used.	
	(E)	don't know.				
20.		hat extent is the school I	nternet connecti	on speed adequate	e for activities in y	VR608136 70ur
	class	?				
	(A)	Not at all				
	B	Small extent				
	0	Moderate extent				
	0	Large extent				
21.	To w	hat extent is the school I	nternet connecti	on reliable throug	hout the school d	vR608137
	(A)	Not at all				
	®	Small extent				
	0	Moderate extent				
	0	Large extent				
		O Marian				
					VH	262652
	22.	In your school, how severe is Select one answer choice on e				
			N	W	W-1	0 - 1 11
		VH262653	Not a problem	Minor problem	Moderate problem	Serious problem
	he scho pair.	ool building needs significant	•	(8)	0	•
b. C	lassroo	wh262654 ms are overcrowded.	((1)	0	•
		VH262655				
	ours.	have too many teaching	•	(1)	0	Φ
w co	orkspa	t do not have adequate ce (e.g., for preparation, ation, or meeting with).	•	•	©	©

(1)

0

0

VH262657

(1)

e. Teachers do not have adequate instructional materials and supplies.

VH305005

23. How much does each of the following statements apply to you as a teacher? 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 am satisfied with being a teacher at this school.	0	®	0	0	(£)
b. My work inspires me.	(8)	®	0	0	©
c. I am frustrated as a teacher at my school.	0	®	0	Φ	©
d. I am supported by the teachers at my school.	0	®	0	0	©

VH329966

24. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select one answer choice on 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
vH329967 a. Being intelligent	0	®	0	0	©
b. Putting forth a lot of effort	8	®	0	0	Œ
v _{H329970} c. Behaving well in class	8	®	0	0	Œ

VR586000

25. Thinking about teaching, do you think you would be able to do each of the following tasks?

	I definitely can't	I probably can't	I probably can	I definitely can
a. Use a variety of materials that match students' abilities (e.g., books below and above grade level)	•	•	0	Φ
b. Plan a variety of assignments that match students' abilities	0	•	0	Φ
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	0	•	0	0
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	0	•	0	Φ
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	0	•	0	Φ
f. Use students' data to make decisions about teaching adjustments	0	(6)	0	Φ

VR586001

26. Thinking about teaching, do you think you would be able to do each of the following tasks?

	I definitely can't	I probably can't	I probably can	I definitely can
VR586079				
a. Prepare lessons that involve students' use of digital technology	⊗	(8)	0	Φ
VR586080				
b. Prepare lessons that involve your use of digital technology	(a)	(8)	0	0
VR586081				
c. Collaborate with other teachers using shared digital resources	(A)	(B)	0	0
VR586082				
d. Use a spreadsheet program for keeping records or analyzing data	(A)	(B)	0	0
VR586083				
e. Produce presentations with simple animation functions	⊗	(B)	0	Φ
VR586085				
f. Teach students responsible use of the Internet	(4)	®	©	•

Appendix J2-3: Summary of Changes Operational Grade 8 (Core)

2026 Operational Grade 8 Core Teacher				
Previous Item	2026 Item	D/ A/R+	Rationale	
1. What is your gender? © Female © Male © Another gender (Please specify):	VE73690 N/A	D	This Item was dropped to adhere to the January	
(2021)			2025 Executive Order on gender ideology and identity.	
 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. 	N/A	D	This Item was dropped and folded into the following	
(2024)			suite of updated Race/ Ethnicity Items.	

2026 Operational Grade 8 Core Teacher				
Previous Item	2026 Item	D/ A/R+	Rationale	
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 (2024)	1. What is your race and/or ethnicity? Select one or more answer choices.	R	For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. The Race/Ethnicity Items have been updated.	
N/A	2. You have selected American Indian or Alaska Native as your race and/or ethnicity. Provide details below (e.g., Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Bative Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.).	Α	The Race/ Ethnicity Items have been updated.	
(2024)	Issue: Race/Ethnicity			

2026 Operational Grade 8 Core Teacher			
Previous Item	2026 Item	D/ A/R+	Rationale
N/A	3. You have selected Asian as your race and/or ethnicity. Provide details below and select one or more answer choices. © Chinese ① Asian Indian © Filipino © Vietnamese © Korean ① Japanese ② Another group (e.g., Pakistani, Hmong, Afghan, etc.):	A	The Race/ Ethnicity Items have been updated.
(2024)	Issue: Race/Ethnicity		
N/A	4. You have selected Black or African American as your race and/or ethnicity. Provide details below and select one or more answer choices. African American Jamaican Haitian Nigerian Ethiopian Somali Another group (e.g., Trinidadian and Tobagonian, Chanaian, Congolese, etc.):	A	The Race/ Ethnicity Items have been updated.
(2024)	Issue: Race/Ethnicity		
N/A	5. You have selected Hispanic or Latino as your race and/or ethnicity. Provide details below and select one or more answer choices. © Mexican © Puerto Rican © Salvadoran © Cuban © Dominican © Guatemalan © Another group (e.g., Colombian, Honduran, Spaniard, etc.):	A V8823790	The Race/ Ethnicity Items have been updated.
(2024)	Issue: Race/Ethnicity		

	2026 Operational Grade 8 Core Teache	er	
Previous Item	2026 Item	D/ A/R+	Rationale
N/A		A	The Race/ Ethnicity Items

(2024)	6. You have selected Middle Eastern or North African as your race and/or ethnicity. Provide details below and select one or more answer choices. © Lebanese © Iranian © Egyptian © Syrian © Iraqi © Israeli © Another group (e.g., Moroccan, Yemeni, Kurdish, etc.): Issue: Race/Ethnicity		have been updated.
N/A	7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity. Provide details below and select one or more answer choices. Native Hawaiian Samoan Chamorro Tongan Fijian Marshallese Another group (e.g., Chuukese, Palauan, Tahitian, etc.):	Α	The Race/ Ethnicity Items have been updated.
(2024)	Issue: Race/Ethnicity		
N/A (2024)	8. You have selected White as your race and/or ethnicity. Provide details below and select one or more answer choices. © English © German © Irish © Italian © Polish © Scottish © Another group (e.g., French, Swedish, Norwegian, etc.): Issue: Race/Ethnicity	A	The Race/ Ethnicity Items have been updated.
2026 Opera	ational Grade 8 Core Teacher		
Previous Item	2026 Item	D/ A/R+	Rationale
7. Excluding student teaching, how many years have you taught science in grades 6 through 12. counting this year? © Less than 1 year © 1-2 years © 3-5 years © 6-10 years © 11-20 years © 21 or more years (2024)	N/A	D	This Item was dropped because Science is not part of the NAEP Assessme nt in 2026.
		A	This Item was

N/A (2024)	12. 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		added because Social Studies is part of the NAEP Assessme nt in 2026.
9. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? ② Yes, I hold a permanent certificate. ③ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) ③ No, but I am currently working toward certification. ③ No, and I am not planning to obtain certification.	14. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching? ② Yes, I hold a permanent certificate. ① Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.) ② No, but I am currently working toward certification. ② No, but I am planning to obtain certification in the future. ① No, and I am not planning to obtain certification.	R	Response Option D was added.

2026 Operational Grade 8 Core Teacher					
Previous Item	2026 Item	D/ A/R+	Rationale		
10. Did you enter teaching through an alternative route to certification program? (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.) ② Yes No (2024)	15. 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, e.g., a state, district, or university alternative route to certification program.) • Yes • No Issue: Teacher Preparation	R	We revised "for example" to "e.g." to be consistent with the phrasing used elsewhere in Teacher and School Items.		

		20	026 O	per	ational Grade 8 (Core To	eacher			T
Previous Item					2026 Item				D/ A/R+	Rationale
					Did you have a major, minor, or special of your undergraduate coursework? Select one answer choice on each row.	emphasis in any of the	e following subjects as part	V8041793	R	For 2026,
				VH241753		Yes, a major	Yes, a minor or special emphasis	No		we have
 Did you have a major, minor, or part of your undergraduate cours 	special emphasis in ework? Select one o	any of the following circle in each row.	subjects as		a. Reading, language arts, or literacy education	•	Ф	0		aligned
	Yes, a major	Yes, a minor or	No		b. English	Φ	Ф	0		
a. Biology or other life science	⊚	special emphasis	©	VH241768	c. Other language arts-related subject	Φ	Φ	0		Inline
b. Physics, chemistry, or other physical science	0	0	0	VH241769	d. Mathematics education	Φ	Φ	Φ		Directions
c. Earth or space science d. Mathematics or mathematics	0	0	0	VH241770	e. Mathematics	•	Φ	0		in Teache
education	0	•	0	VH241771	f. Other mathematics-related subject such as statistics	•	Φ	0		
e. Science education f. Engineering or engineering	0	(D)	0	VH241772 VH241780	g. History or history education	Φ _	Φ	•		and
g. Reading, language arts, or				VH241758	h. Geography or geography education	0	Φ	0		School
literacy education h. English	0	0		VH241754	i. Political science VIBILISE j. General social science or social studies	Φ	•	Φ		
i. Other language arts-related subject	0	0	0	VH241784	education					Items wit
j. Mathematics education	@	0	0	VH241760 VH241761	k. Other social science (e.g., economics, sociology, psychology, anthropology)	∅	Φ	0		the
k. Mathematics 1. Other mathematics-related	0	0	0	VH241761 VH241776	l. Elementary or secondary education	Φ	Ф	0		Direction
subject such as statistics m. Elementary or secondary				VH241767	m. Special education (including students with disabilities)	•	Φ	•		
n. Special education (including		0		VH241781	n. English language learning	Φ	Φ	Φ		currently
students with disabilities) o. English language learning	0	0		VH241781						used in
										Student
										Student
					Issue: Teacher Prep	aration				Items.
2024)					1000011110					This Item
•										was
										revised to
										remove
										Science-

			related
			SubItems
			a through
			f and add
			Social
			Studies-
			related
			SubItems,
			since
			Science is
			not being
			administe
			red in
			2026, and
			Social
			Studies is.
13. Since completing your undergraduate degree, have you taken any graduate courses?	N/A	D	This Item
② Yes ③ No			was
			dropped
(2024)			to reduce
			burden
			and
			streamline
			content.

Previous Item					2026 Item				D/ A/R+	Rationale
14. Did you have a major, minor, or a part of your graduate coursework			subjects as	VH241785	18. Did you have a major, minor, or special emphasi of your graduate coursework? Select one answer choice on each row.	sis in any of the	following subjects as part	VIDURE	R	For 2026,
	Yes, a major	Yes, a minor or special emphasis	No		Yes	es, a major	Yes, a minor or special emphasis	No		we have
a. Biology or other life science	®	Ф		VH241798	VHDAINN	0	Ф			ام ما اما
b. Physics, chemistry, or other physical science	®	®	0	VH241799	a. Reading, language arts, or literacy education		Φ			aligned
c. Earth or space science	•	(D)	©	VH241800	b. English					Inline
d. Mathematics or mathematics education	Φ	•	0	VH241801	c. Other language arts-related subject					11111111
e. Science education	0	0	0	VH241802	d. Mathematics education					Direction
f. Engineering or engineering education	0	•	0	VH241806	e. Mathematics	Φ	Φ			l
g. Reading, language arts, or	•	(D)		VH241791	f. Other mathematics-related subject such as statistics	•	00	0		in Teache
literacy education h. English	Ø	0		VH241789	g. History or history education	•	Φ	0		and
i. Other language arts-related subject	0	0	0	VH241810	h. Geography or geography education	٥	•	0		
j. Mathematics education	®	(D)	0	VH241792	i. Political science	0	0	0		School
k. Mathematics	®	⊕	0	VH241793	j. General social science or social studies	0	⊕	0		l
 Other mathematics-related subject such as statistics 	®	⊕	0	VH241794	education					Items wit
m. Elementary or secondary education	0	(D)	0	VH241797	k. Other social science (e.g., economics, sociology, psychology, anthropology)	Φ	•	0		the
n. Special education (including	Φ	00	Φ	VH241807	l. Elementary or secondary education	•	•	0		uie
o. English language learning	®	(D)	0	VH241808	m. Special education (including students with disabilities)	⊕	0	0		Direction
				<u> </u>	n. English language learning	Φ	•			
					n. English language learning					currently
										used in
										uscu III
										Student
										Items.

(2024)	Issue: Teacher Preparation	This Item
		was
		revised to
		remove
		Science-
		related
		SubItems
		a through
		f and add
		Social
		Studies-
		related
		SubItems,
		since
		Science is
		not being
		administe
		red in
		2026, and
		Social
		Studies is.

2026 Operational Grade 8 Core Teacher				
Previous Item	2026 Item	D/ A/R+	Rationale	
15. During this school year, what percentage of your students have been absent from school 10% or more of all school days? ② None ③ 1-5% ⑤ 6-10% ⑤ 11-25% ⑤ 26-50% ⑤ 51-75% ⑥ 76-90% ⑥ Over 90% (2024)	N/A	D	Learning Recovery Items were dropped from the 2026 NAEP Assessme nt.	
	N/A	D	Learning Recovery Items were dropped from the 2026 NAEP	

circle in each row.					
	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring sessions	®	®	0	0	VR730456
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	Φ	(b)	0	•	VR730457
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	•	•	0	0	VR730458
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or extended school day programs)	•	•	θ	Φ	VR730459
e. Social-emotional supports	®	(1)	0	0	VR740335

					2026 Item	D/ A/R+	Rationale
at, how much do you. Strongly Agree	Agree	cach of the following the following cach of	Strongly Disagree	VR730463 VR730464 VR730464 VR730466 VR730467 VR730468	N/A	D	Learning Recovery Items were dropped from the 2026 NAEP Assessment.
ou participated in l	training on cor	mputers or other	digital	VH259076	N/A	D	This Item was dropped to prioritize newer, updated Teacher
	Strongly Agree	w. Strongly Agree Agree Agree	Strongly Agree Agree Disagree	Strongly Agree Agree Disagree Strongly Disagree Disagree Disagree Disagree Strongly Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree	ar, how much do you agree with each of the following? Strongly Agree	ar, how much do you agree with each of the following? Strongly Agree Agree Disagree Strongly Disagree VVETOMAN VETOMAN VETOMA	Ar, how much do you agree with each of the following! Arr. how much do you agree with

		2	2026	Oper	ational Grade 8 (Core Te	acher			
Previous Item					2026 Item				D/ A/R+	Rationale
20. During the last two years, have ye following areas? Select one circle a. Basic computer training b. Software applications c. Use of the Internet d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing c. Integration of computers and other technology into classroom	in each row. No, I am already proficient.	g from any source in No, I have not.	Yes ©	VID489 VID489 VID489 VID489 VID4897	20. During this school year, have you rece following areas? Select one answer choice on each row. a. Use of online teacher and learning resources b. Use of online workspaces for sharing teaching and learning resources c. Use of online technology to support remote learning. Use of online technology to support semote d. Use of online technology to support semote	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No. I have not received training in this area.	R	For 2026, we have aligned Inline Directions in Teacher and
(2024)	Φ				Issue: Technology U	Jse				School Items with the Directions currently used in Student Items. The Item has been revised to focus on training in Technolog y Use.
21. In this school year, which of the f devices are available in your scho Desktop computers Laptop computers (including) Tablets (for example, Surface) (2024)	ool for student use? Chromebooks)	Select all squares	digital that apply.	VIRGINIT	N/A				D	This and the related Items were dropped in favor of a more current and concise format for questions on Technolog y Use.

2026 Opera	ational Grade 8 Core Teacher		
Previous Item	2026 Item	D/ A/R+	Rationale
22. How well do the desktop computers in your school work? ② All computers are functional and operate quickly. ③ All computers are functional, but some run more slowly than others. ③ All computers are functional, but all or almost all run slowly. ⑤ Some of the computers do not operate and cannot be used. ① I don't know. (2024)	N/A	D	This and the related Items were dropped in favor of a more current and concise
		D	format for questions on Technolog y Use.
23. How well do the laptop computers (including Chromebooks) in your school work? ② All computers are functional and operate quickly. ③ All computers are functional, but some run more slowly than others. ② All computers are functional, but all or almost all run slowly. ③ Some of the computers do not operate and cannot be used. ① I don't know.	N/A		the related Items were dropped in favor of
(2024)			a more current and concise format for questions on Technolog y Use.
24. How well do the tablets (for example, Surface Pro, iPad, Kindle Fire) in you 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.	N/A	D	This and the related Items were dropped in favor of a more

	current
	and
	concise
	format for
	questions
	on
	Technolog
	y Use.

D	Learning Recovery Items were dropped from the 2026 NAEP Assessment.
D	This Item was dropped to make
	space for
	new Teacher
	Items in the 2026 NAEP

revious Iten	1						2026 Item						D/ A/R+	Rational
27. In your school, how sex	ere is each probl	Mino	r Mo	loderate	Serious	VH262652	25. In your school, how severe in Select one answer choice on	each row.			VIESCA	52	R	For 2026 we have aligned
a. The school building nee		m proble		roblem	problem	VH262653	a. The school building needs significant	Not a prob	olem Mino	or problem Mo	derate problem	Serious problem		Inline
significant repair. b. Classrooms are overcrowded.	0	0		0	Φ	VH262654	b. Classrooms are overcrowded.	4 🐵		Φ	Φ	Φ		Direction
c. Teachers have too many teaching hours.	@	•		0	0	VH262655	c. Teachers have too many teaching hours.	•		0	0	Θ		in Teach
d. Teachers do not have adequate workspace (e.g for preparation, collaboration, or meetin with students).	®	(3)		0	Φ	VH262656	d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	s ⊕		Φ	0	•		and
Teachers do not have adequate instructional	•	100		0	Φ	VH262657	e. Teachers do not have adequate instructional materials and supplies.			Ф	0	Φ		School
materials and supplies.														Items wi
024)							Issue: School Cl	imate	!					the
024)														Direction
														l
														currenti
														used in
														used in Student
														used in
													R	used in Student Items.
													R	used in Student Items.
8. How much does each o circle in each row.	the following s	tatements app	ly to you as	s a teacher?	Select one	V185600S	26. How much does each of the Select one answer choice on		ments apply to y	ou as a teacher?	120000		R	used in Student Items. For 2020 we have
		little bit Sc			Select one		Select one answer choice on	each row.	ments apply to y A little bit like me	ou as a teacher? Somewhat like me	Quite a bit like	Exactly like me	R	used in Student Items. For 2020 we have aligned
circle in each row. I am satisfied with being a teacher at this	Not at all A	little bit Sc	mewhat	Quite a bit	Exactly like		Select one answer choice on	each row.					R	used in Student Items. For 2020 we have aligned Inline
I am satisfied with being a teacher at this school. My work inspires me.	Not at all like me	little bit so	mewhat ike me	Quite a bit like me	Exactly like		Select one answer choice on Not z Western a. I am satisfied with being a teacher at this school. b. My work inspires me.	each row.	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Directio
I am satisfied with being a teacher at this school. My work inspires me. I am frustrated as a teacher at my school.	Not at all like me	little bit sike me	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a VECOMOSE a. I am satisfied with being a teacher at this school. VECOMOSE	each row.	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Direction
I am satisfied with being a teacher at this school. My work inspires me. I am frustrated as a teacher at my school.	Not at all like me	little bit so ike me l	omewhat like me	Quite a bit like me	Exactly like me		Select one answer choice on Not z Western a. I am satisfied with being a teacher at this school. b. My work inspires me.	each row.	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Directio
. I am satisfied with being a teacher at this school My work inspires me I am frustrated as a teacher at my school I am supported by the teacher at my	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Direction in Teach
I am satisfied with being a teacher at this school. I am systisfied with being a teacher at this school. My work inspires me. I am frustrated as a teacher at my school.	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not z a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Direction in Teach and School
I am satisfied with being a teacher at this school. My work inspires me. I am fustrated as a teacher at my school. I am supported by the teachers at my school.	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Directio in Teach and School
I am satisfied with being a teacher at this school. I am systisfied with being a teacher at this school. My work inspires me. I am frustrated as a teacher at my school.	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Direction in Teach and School Items withe
I am satisfied with being a teacher at this school. My work inspires me. I am fustrated as a teacher at my school. I am supported by the teachers at my school.	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Directio in Teach and School Items w the Directio
I am satisfied with being a teacher at this school. I am systisfied with being a teacher at this school. My work inspires me. I am frustrated as a teacher at my school.	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2020 we have aligned Inline Direction in Teach and School Items withe Direction currently
ircle in each row. I am satisfied with being a teacher at this school. D My work inspires me. L am frustrated as a teacher at my school. I am supported by the teachers at my school.	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	Student Items. For 2026 we have aligned Inline Direction in Teach and School Items withe Direction currently used in
a. I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my	Not at all like me	little bit ike me so	omewhat ike me	Quite a bit like me	Exactly like me		Select one answer choice on Not a I am satisfied with being a teacher at this school. b. My work inspires me. c. I am frustrated as a teacher at my school. d. I am supported by the teachers at my school.	cach row.	A little bit like	Somewhat like me	Quite a bit like me	Exactly like me	R	used in Student Items. For 2026 we have aligned Inline Direction in Teach and School Items withe Direction currently

2026 Oper	ational Grade 8 Core T	eacher			
Previous Item	2026 Item			D/ A/R+	Rationale
29. 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 is if or your students to change each of the following! Select one circle in each row. Not at all A little Dossible to Change Dossible to Dossible to	2.7. Whether a structure does up of portry in School may depend on in the first many. You may feet that some of these things are easier for your students to change than other. In school, how possible is it for your students to change each of the following? Select one answer choice on each try. Select one answer choice on each try. Not at all possible to change and possible to change that the following? Possible to change and possible to change are change as the following? THEORY THEORY A Being intelligent Description Descri				For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student
N/A (2024)	21. In a typical week, how often do you use digital technology tasks? Select one answer choice on each row. Never or handly Task of the select one answer choice on each row. Never or handly Task of the select one control of the select of the classrooms Task of the select one classrooms Task of the select one classrooms Task of the select one class of the select of the s	sometimes Often Sometimes Often O O O O O O O O O O O O O O O O O O	Always of almost always	A	This Item was added to measure technolog y use among teachers.

2026 Operational Grade 8 Core Teacher						
Previous Item	2026 Item	D/ A/R+	Rationale			
N/A	22. How well do the computers, tablets, and Chromebooks in your school function? ② All of the devices function well. ③ Some of the devices function well. ③ Few of the devices function well. ③ None or almost none of the devices function well and they cannot be used. ① I don't know.	A	This Item was developed to measure technolog y use and			
(2024)	Issue: Technology Use		quality of digital technolog y in schools.			
N/A	23. To what extent is the school Internet connection speed adequate for activities in your class? © Not at all © Small extent © Moderate extent © Large extent	Α	This Item was developed to measure technolog			
(2024)	Issue: Technology Use		y use and quality of digital technolog y in schools.			
N/A	24. To what extent is the school Internet connection reliable throughout the school day? © Not at all © Small extent © Moderate extent © Large extent	A	This Item was developed to measure technolog			
(2024)	Issue: Technology Use		y use and quality of digital technolog y in schools.			

N/A 28. Thinking, door teaching, do you think you would be able to do each of the following teach. Select test amounts of their test can be able to do each of the following. 1 De a visited of materials that match and the state of the st	Previous Item	2026 Item D/ A/R+	Rationale
N/A 29. Thinking about teaching, do you think you would be able to do each of the following salss! Select one answer choice on each row. Value of digital technology Value of digita		28. Thinking about teaching, do you think you would be able to do each of the following tasks? Select one answer choice on each row. I definitely can't I probably can't I probably can I definitely can a Use a variety of materials that match students' ablitities (e.g., books below and above grade level) Bland a variety of assignments that the match students' ablitities with the search plan formation and ablitication with the search plan formation with the students' ablitics with the search plan formation with the search plan form	developed to measure teaching
N/A 29. Thinking about teaching, do you think you would be able to do each of the following tasks? Select one answer choice on each row. Value Idefinitely can't Iprobably can Idefinitely can Idefin			
c. Produce presentations with simple	N/A	29. Thinking about teaching, do you think you would be able to do each of the following 29. Thinking about teaching, do you think 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 I probably can I definitely can	was developed to measure teacher technolog

Appendix J2-4: Operational Grade 8 (Core)

		VR879404
1.	What is your race and/or ethnicity?	
	Select one or more answer choices.	
	American Indian or Alaska Native	
	Asian	
	© Black or African American	
	Hispanic or Latino	
	Middle Eastern or North African	
	Native Hawaiian or Pacific Islander	
	© White	
	 You have selected American Indian or Alaska Native as your race and/or ethnicity. Provide details below (e.g., Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.). 	VR873793
V <u> </u>	3. You have selected Asian as your race and/or ethnicity.	VR873792
	Provide details below and select one or more answer choices.	
	Chinese	
	Asian Indian	
	© Filipino	
	① Vietnamese	
	© Korean	
	① Japanese	
	Another group (e.g., Pakistani, Hmong, Afghan, etc.):	

4.	You	have selected Black or African American as your race and/or ethnicity.	
	Pro	vide details below and select one or more answer choices.	
	(A)	African American	
	B	Jamaican	
	0	Haitian	
	0	Nigerian	
	(E)	Ethiopian	
	(E)	Somali	
	©	Another group (e.g., Trinidadian and Tobagonian, Ghanaian, Congolese, etc.):	
		VR873790	
5.	You	have selected Hispanic or Latino as your race and/or ethnicity.	
	Pro	vide details below and select one or more answer choices.	
	(A)	Mexican	
	(B)	Puerto Rican	
	0	Salvadoran	
	0	Cuban	
	(E)	Dominican	
	(D)	Guatemalan	
	©	Another group (e.g., Colombian, Honduran, Spaniard, etc.):	
,	37	VR873794	
6.		have selected Middle Eastern or North African as your race and/or ethnicity. vide details below and select one or more answer choices.	
		Lebanese	
	®	Iranian	
	10.00	Egyptian	
	0	Syrian	
	(Iraqi	
	(D)	Israeli	
	1 Total (1)	Another group (e.g., Moroccan, Yemeni, Kurdish, etc.):	
		w . W	

7. You have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity.	VK8/3/93
Provide details below and select one or more answer choices.	
Native Hawaiian	
® Samoan	
© Chamorro	
© Tongan	
© Fijian	
Marshallese	
© Another group (e.g., Chuukese, Palauan, Tahitian, etc.):	
	
9 Van hans calental Wikita as resummed and/an athmicita	VR873789
 You have selected White as your race and/or ethnicity. Provide details below and select one or more answer choices. 	
® German	
© Irish	
① Italian	
© Polish	
© Scottish	
Another group (e.g., French, Swedish, Norwegian, etc.):	
9. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?	VH240195
Less than 1 year	
® 1–2 years	
© 3–5 years	
© 6–10 years	
© 11–20 years	
© 21 or more years	

10.		luding student teaching, how many years have you taught reading, writing, or guage arts in grades 6 through 12, counting this year?	VH240202
	(A)	Less than 1 year	
	®	1–2 years	
	0	3–5 years	
	0	6–10 years	
	(E)	11–20 years	
	(D)	21 or more years	
			VH240201
11.		cluding student teaching, how many years have you taught mathematics in grades 6 bugh 12, counting this year?	VH240201
	(A)	Less than 1 year	
	(B)	1–2 years	
	0	3–5 years	
	0	6–10 years	
	(E)	11–20 years	
	(D)	21 or more years	
(or so	uding student teaching, how many years have you taught civics, geography, history, ocial studies in grades 6 through 12, counting this year? Less than 1 year 1–2 years 3–5 years	VH614182
	0	6–10 years	
	(E)	11–20 years	
	(D)	21 or more years	
	Hav teac	re you been awarded tenure by the school, district, or diocese where you currently ch?	VH547397
	(A)	Yes	
	(B)	No	
	0	My school, district, or diocese does not award tenure.	

14.		you hold a regular or standard certificate that is valid in the state in which you are rently teaching?	VR609887
	(A)	Yes, I hold a permanent certificate.	
	(B)	Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)	
	0	No, but I am currently working toward certification.	
	0	No, but I am planning to obtain certification in the future.	
	(E)	No, and I am not planning to obtain certification.	
15.	Did	you enter teaching through an alternative route to certification program?	VH240198
	the	alternative route to certification program is a program that was designed to expedite transition of non-teachers to a teaching career, e.g., a state, district, or university rnative route to certification program.)	
	(A)	Yes	
	®	No	
			VH240200
16.	Wh	at is the highest academic degree you hold?	VH240200
	(4)	High school diploma	
	®	Associate's degree/vocational certification	
	0	Bachelor's degree	
	0	Master's degree	
	(D)	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.)

VH241753

17. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework?

	Yes, a major	Yes, a minor or special emphasis	No
a. Reading, language arts, or literacy education	0	(B)	0
b. English	((B)	©
v _{H241784} c. Other language arts-related subject	⊗	(B)	©
d. Mathematics education	•	(B)	©
vH241761 e. Mathematics	•	(B)	0
f. Other mathematics-related subject such as statistics	•	(1)	©
g. History or history education	•	(B)	©
h. Geography or geography education	®	®	0
i. Political science	0	®	0
j. General social science or social studies education	Φ	(3)	0
k. Other social science (e.g., economics, sociology, psychology, anthropology)	•	(1)	0
l. Elementary or secondary education	®	(8)	0
m. Special education (including students with disabilities)	Φ	(1)	Θ
vH241782 n. English language learning	®	(8)	0

VH241785

18. Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework?

Select one answer choice on each row.

	Yes, a major	Yes, a minor or special emphasis	No
a. Reading, language arts, or literacy education	(a)	•	0
b. English	(a)	(B)	0
vH241810 c. Other language arts-related subject	®	•	0
d. Mathematics education	(A)	®	0
e. Mathematics	(a)	®	0
f. Other mathematics-related subject such as statistics	®	10	0
g. History or history education	0	(B)	0
h. Geography or geography education	®	®	0
i. Political science	®	®	0
j. General social science or social studies education	®	®	0
k. Other social science (e.g., economics, sociology, psychology, anthropology)	0	(1)	0
l. Elementary or secondary education	(8)	®	0
m. Special education (including students with disabilities)	®	100	0
n. English language learning	(A)	•	0

VH294995

- 19. 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
 - ® Yes, to some teachers
 - O No

VR585997

20. During this school year, have you received training from any source in any of the following areas?

	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No, I have not received training in this area.
a. Use of online teacher and learning resources	0	(1)	©
b. Use of online workspaces for sharing teaching and learning resources	0	®	©
c. Use of online technology to support remote learning	0	®	©
d. Use of online learning technology to support students with specific needs	0	®	©

VP 58500

21. In a typical week, how often do you use digital technology to do each of the following tasks?

Select one answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. Teach classes using online classrooms	0	®	0	0	©
b. Meet with other teachers online	0	®	0	0	©
c. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	0	•	Θ	0	Φ
d. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	®	•	0	Φ	•
e. Access professional development materials (e.g., videos, slide decks, or tutorials)	0	(9)	0	0	Θ
f. Send group communications about school/class information to parents	0	(1)	0	Φ	•
g. Provide updates to parents on individual student progress	0	®	0	0	©

VR586337

22. How well do the computers, tablets, and Chromebooks in your school function?

- All of the devices function well.
- ® Some of the devices function well.
- © Few of the devices function well.
- None or almost none of the devices function well and they cannot be used.
- © I don't know.

23. To what extent is the so class?	hool Internet co	onnection speed	l adequate for a	ctivities in you	VR608136
Not at all					
Small extent					
© Moderate extent					
Large extent					
Cargo extent					
24. To what extent is the so	hool Internet co	onnection relial	ole throughout	the school day?	VR608137
Not at all					
Small extent					
Moderate extent					
Large extent					
				VH26265	2
25. In your school, how so Select one answer cho		n?			
beleet one answer end					
	Not a pro	oblem Mino	r problem Mod	lerate problem	Serious problem
a. The school building needs signif repair.	vH262653 icant		®	0	•
b. Classrooms are overcrowded.	VH262654		®	0	Φ
c. Teachers have too many teachin	vH262655		®	0	•
hours.	VH262656				
d. Teachers do not have adequate workspace (e.g., for preparation,	@		®	0	Φ
collaboration, or meeting with students).			10,700		1.2
,	VH262657				
 Teachers do not have adequate instructional materials and supp 	lies.		(8)	0	0
	11001				
	11001				20
26 How much does each	•	tements apply to y	nu as a teacher?	VH30500	15
26. How much does each Select one answer cho	of the following sta	tements apply to y	ou as a teacher?	VH30500	б
	of the following sta				ъ
	of the following sta	tements apply to y A little bit like me	ou as a teacher? Somewhat like me	Quite a bit like me	Exactly like me

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me
a. I am satisfied with being a teacher at this school.	0	®	0	Θ	©
b. My work inspires me.	(4)	6	0	Θ	©
c. I am frustrated as a teacher at my school.	0	®	0	Θ	©
d. I am supported by the teachers at my school.	0	®	0	Θ	(b)

VH329966

27. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select one answer choice on 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
v _{H329967} a. Being intelligent	0	®	0	Φ	©
b. Putting forth a lot of effort	8	®	0	0	(Ē)
v _{H329970} c. Behaving well in class	(A)	®	0	Φ	©

VR586000

28. Thinking about teaching, do you think you would be able to do each of the following tasks?

Select one answer choice on each row.

	I definitely can't	I probably can't	I probably can	I definitely can
a. Use a variety of materials that match students' abilities (e.g., books below and above grade level)	0	(8)	0	Φ
b. Plan a variety of assignments that match students' abilities	0	(6)	0	0
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	•	(6)	0	0
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	•	(1)	0	Ф
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	0	®	0	•
f. Use students' data to make decisions about teaching adjustments	•	(8)	0	Φ

VR586001

29. Thinking about teaching, do you think you would be able to do each of the following tasks?

	I definitely can't	I probably can't	I probably can	I definitely can
VR586079				
a. Prepare lessons that involve students' use of digital technology	•	(8)	0	Φ
VR586080				
b. Prepare lessons that involve your use of digital technology	•	®	0	Φ
VR586081				
c. Collaborate with other teachers using shared digital resources	(3)	(8)	©	Φ
VR586082				
d. Use a spreadsheet program for keeping records or analyzing data	(D)	(8)	0	Φ
VR586083				
e. Produce presentations with simple animation functions	0	(8)	0	Φ
VR586085				
f. Teach students responsible use of the Internet	•	(1)	0	Φ

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

Previous Item							2026 Item						D/ A/R+	Rationale
7. In your mathematics other digital device (e. Select one circle in ea Select one circle in ea mathematics topics b. Extend mathematics learning with enrichment activities c. Research mathematics topics on the Internet	cluding han			of the followi		VIEWEI 1160021 1160023 1160023 1160023	8. In your mathematics of digital device (excluding Select one answer choise select one answer choise select one answer choise selection of the selection of th	g handheld calcul ce 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	R	For 2026 we have aligned Inline Direction in Teache and School Items wit the Direction currently used in Student

										R	For 2026,
										K	FOI 2020,
				VH845832				VES	F7004		we have
 In your mathematics class this your materials? Select one circle in ea 		of the following ins	structional	VH845832	In your mathematics class th to enhance instruction?	is year, to what exten	t do you use the follow	wing materials	1.094		alianad
materials. Select one ender in ea					Select one answer choice on o	each row.					aligned
	Yes	No, I do not prefer to use this	No, this resource is not available to			Not at all	Small extent	Moderate extent	Large extent		Inline
a. Textbooks provided by your		resource.	me.		a. Textbooks (print or digital) provided	0	0	0	Φ		
district or school	0	(1)	0	VH845833	by your district or school						Directions
 Other materials provided by your district or school 	@	0	0	VH845834	b. Other materials provided by your district or school (e.g., math board games, math puzzles)	•	Φ	0	Φ		in Teacher
c. Materials you have created	0	•	0	VH845842	c. Materials you have created	•	0		Φ		in reacher
d. Printed workbooks e. Physical and/or digital	•	•	0	VH845840	VR587118	0	Ф		Φ		and
manipulatives	@	0	0	VH845837	d. Printed workbooks						
f. Digital games g. Interactive whiteboard	®	0	0	VH845841 VH845844	e. Physical manipulatives provided by your district or school	0	Φ	0	Φ		School
		•	•		f. Physical manipulatives that you made or bought	•	Ф	0	Φ		It a man a suith
					g. Measurement tools (e.g., ruler,	•	Φ		•		Items with
					protractor)						the
					h. Math apps	•	0	0	Φ		
					i. Digital, board, or paper games that require players to use mathematics	•	•	0	•		Directions
					j. Math software or programming software (e.g., Core Math Tools)	0	•	0	•		currently
					k. Coding software (e.g., computer programs or robotics programming)	Φ	Ф	0	Φ		used in
					l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	•	Ф	0	•		Student
											Items. The
											Item stem
											and
											subitems
					Issue: Instruction	nal Res	ources				a, b, e, f,
(2024)											
•											and g
											were
											revised for
					1					-1	

	clarity and
	new
	subitems
	were
	developed
	to
	measure
	content
	aligned
	with the
	new
	Mathema
	tics
	framewor
	k.

		2	026	Opera	tio	nal Grade 4 Ma	them	atics T	eache	r		
Previous Item	2026 Item									D/ A/R+	Rationale	
9. When you teach mathemat following? Select one circle a. Set different achievement		nth-grade class, do	you do any of Moderate extent	Large extent	VH240899	12. When you teach mathematics of the following? Select one answer choice on c		e class, to what extent Small extent	do you do any Moderate extent	Large extent	R	For 2026, we have aligned Inline
standards for some students b. Supplement the regular course curriculum with additional material for some students c. Have some students	Ø	®	0	0	VH240900 VH240901	a. Set different achievement standards for some students b. Supplement the regular course curriculum with additional material for some students c. Have some students engage in different classroom activities	© ©	0	0	•		Directions in Teacher and
engage in different classroom activities d. Use a different set of methods in teaching some students e. Pace my teaching differently for some students	ØØ	(B)	0	0	VH240904 VH240903 VH240902	d. Use a different set of methods in teaching some students values e. Pace my teaching differently for some students values f. Provide multiple representations of concepts and guide students to express	Φ	0	0	•		School Items with
(2024)						Issue: Instructio	nal Orga	anization	n and Str	ategies		the Directions currently used in Student Items. The Item stem was revised and subItem f was developed to

	content
	aligned
	with the
	new
	Mathema
	tics
	framewor
	k.

Previous Item							2026 Item								Rational
10. In your mathematics cl individual students to a row.						VH269925		In your mathematics clindividual students to . Select one answer choice.	ssess their progre	often do you do eac ss in mathematics?	h of the following	with	5	R	For 2026 we have aligned
	Never	About once	About once		Every day or almost			KASTNIKA	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		Inline
a. Discuss each	Never	or twice a year	or twice a month	or twice a week	every day	Ш		a. Discuss each student's current level of performance with them	•	0	0	0	Φ		Direction
student's current level of performance with them	•	(D)	0	Θ	0	VH845878		b. Set goals for specific progress the student would like to make	Φ	0	θ	•	Φ		in Teach
b. Set goals for specific progress the student would like to make	0	(1)	0	0	θ	VH269928		c. Discuss progress the student has made toward goals previously set	•	0	0	0	Φ		and
c. Discuss progress the student has made toward goals previously set	0	•	0	0	Θ	VH269930		d. Determine how to adjust your teaching strategies to meet the student's current learning needs	0	•	0	0	Φ		School
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	•	()	0	Θ	•	VH269931									the
															Direction currently
							10	ssue: Instruc	Honal ()ranniz	ation a	nd Str	atogios		used in
2024)							13	suc. Ilistiuc	uonar	Jigailiz	ation a	iiu su	ategies		
•															Student
															Items.

2026 Operational Grade 4 Mathematics Teacher							
Previous Item	2026 Item	D/ A/R+	Rationale				

each row.	N7-	Vac-u-r	e	0	A 1			No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		we have
Use alternate	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		a. Explain one's thinking and make connections between	0	(D)	0	0	Φ		aligned
methods to solve problems when the first method does not	®	©	0	Φ	Φ	VH270274	models and equations TRUSSESS b. Make assumptions	•	0	0	•	Φ		Inline
work Explain one's							c. Make approximations VECTORSES d. Represent a problem situation	0	0	0	0	Φ		Direction
thinking and make connections between models and equations	•	0	0	Φ	Φ	VH270275	with numbers, words, pictures, or charts vxxxxx e. Use clear and precise language							in Teac
Make assumptions Make approximations	0	(D)	0 0	0	Θ Θ	VH617226 VH617227	to discuss problem solving and reasoning	0	0	0	Φ	Φ		and
Represent a problem situation with numbers, words,	•	₫	0	•	Φ	VH270277	f. Use arithmetic with whole numbers to represent a real-life situation	0	Ф	0	•	Φ		School
pictures, or charts Understand tools for problem solving and	®	0	0	•	0	VH270278	g. Create an equation to solve a real-life problem	0	Ф	0	0	Φ		Items v
limitations of use Use clear and precise		•					h. Use data concepts to make sense of a data set VESTALS i. Use geometric concepts (e.g.,	0	Φ	0	0	Φ		
language to discuss problem solving and reasoning	⊕	•	0	•	•	VH847655	right angle, square, area) to represent a real-life situation	0	0	0	0	Φ		the
				,			j. Create a mathematical expression for a word problem	0	(D)	0	0	Φ.		Direction
							 k. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities 	Φ	Φ	0	۵	Φ		current
							- Process of consequences							used in
														Studen
00.4														Items.
024)							Issue: N/A							Item st
														was
														revised
														clarity,
														subiter
														were k
														and ne
														subiter
														were
														develo
														to
														measur
														conten
														aligned
														with th
														new
														Mathe
														tics
														framev
														k.
													D	This It-
													D	This Ite
					VH2408	50	N/A							was
2. Think about your plans		h of the follows	ng? Select one		ow.	1	11/7							droppe
2. Think about your plans emphasis did you or wil	ll you give eac		Moderate	.		1								to redu
emphasis did you or wil	ll you give eac	Little or no emphasis	Moderate emphasis ©	0	VH2408S									toread
emphasis did you or wil . Numbers and operations . Measurement . Geometry	Il you give eac	Little or no emphasis	(D) (B)	0	VH24085 VH24085 VH24085	1 2 3								
emphasis did you or wil Numbers and operations Measurement	Il you give eac	Little or no emphasis	(D)	0	VH24085 VH24085 VH24085	1 2 3 4 6 6								
emphasis did you or wil Numbers and operations Measurement Geometry Data analysis, statistics, probability	Il you give eac	Little or no emphasis	© © ©	0 0	VH24085 VH24085 VH24085	1 2 3 5								questic
emphasis did you or wil Numbers and operations Measurement Geometry Data analysis, statistics, probability	Il you give eac	Little or no emphasis	© © ©	0 0	VH24085 VH24085 VH24085	3 3 4 4								questio aire

Previous Iter	n						2026 Item	D/ A/R+	Rationale
a. My students did well because they studied and were prepared. b. My students did well because they studied and were prepared. c. My students did well because they put in a lot of effort. c. My students did well because they always do well on tests. d. My students did well because they always do well on tests. c. My students did well because they always do well on the test. f. My students did well because they guessed well on the test. f. My students did well because they are just good at math.	did very wel wing explana Not at all likely	l on their last tions is in this	mathematics situation? See	test. How likely letect one circle Quite likely	y do you in each Extremely likely	VH270006 VH270006 VH270006 VH270000 VH270000	N/A	D	This Item was dropped to reduce question aire length.
2024) 15. In your mathematics of to participate in mathe Never About once or twice About once or twice About once or twice Every day or almost 2024)	matics activi e a year e a month e a week	ar, how often ties outside o	did you encot s school?	urage your stu	lents	VH220561	N/A	D	This item was dropped to reduce questionraire length.
16. In this school year, how students to participate in Never Once Two or three times Four or five times More than five times	n mathemati	did you provi	de direct oppe utside of sche	ortunities for y	our	VII(20062	N/A	D	This item was dropped to reduce question aire length.

13. When you teach mathematics of the following things! Select one answer choice on a contract of the following things: Select one answer choice on a contract of the following the following the following the figure, or equation supports a mathematical conclusion a mathematical conclusion	ach row.	class, to what extent Small extent	do you do any	#795	A	This item
Show students how a graph, geometric figure, or equation supports a		Small extent	Moderate extent			
Show students how a graph, geometric figure, or equation supports a			mouerate extent	Large extent		was
	•	Φ	0	Φ		develope
b. Make mathematical statements based on a graph, geometric figure, or equation	•	Φ	0	Φ		to
c. Have students express and defend their agreement with other students' mathematical ideas	•	•	0	Φ		measure
d. Have students reject or incorporate other students' mathematical ideas	Φ	0	0	Φ		content
						aligned
Issue: Instruction	nal Org	anizatio	n and St	rategies		with the
issae. manacha	018	autio	50	4.05.00		new
	c. Have students express and defend their agreement with other students' mathematical ideas of the control of the control of the control d. Have students reject or incorporate other students' mathematical ideas	c. Have students express and defend their agreement with other students, mathematical ideas mathematical ideas with the students reject or incorporate other students mathematical ideas	c. Have students express and defend their agreement with other students' mathematical ideas warning d. Have students reject or incorporate other students' mathematical ideas	C. Have students express and defend their agreement with other students' \$\Phi\$ \$\phi}	c. Have students express and defend their agreement with other students' mathematical ideas 4. Have students reject or incorporate other students' mathematical ideas 4. Have students reject or incorporate other students' mathematical ideas	c. Have students express and defend their agreement with other students' mathematical ideas "Sauras" d. Have students reject or incorporate Ø Ø Ø

(2024)		Mathema tics framewor k.
N/A (2024)	14. Thinking about your fourth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following things? Select one answer choice on each row. No emphasis Very little emphasis Ouite a bit of emphasis on the emphasis of emphasis of emphasis on the emphasis of emphas	This item was developed to measure content aligned with the new Mathema tics framewor k.

202	6 Operational Grade 4 Mathematics Teacher	
Previous Item	2026 Item D/ A/I	
	15. Thinking about your fourth-grade mathematics class this year, how often did your students do the following activities! Select one answer choice on each row.	This Item
N/A	Never In some lessons In about half of the lessons In about half of the lessons In all of the lessons In about half of the lessons I	was
17/4	a. Use patterns, tables, or graphs to support a true mathematical statement	developed
	b. Use existing patterns, tables, or graphs to arrive at a conclusion	to
	c. Evaluate whether available patterns, tables, or graphs	measure content
	d. Explain their mathematical ⊕ ⊕ ⊕ ⊕ ⊕ ideas in their own words	aligned
	c. Explain why they agree or disagree with another student's mathematical ideas mathematical ideas	with the
	xxxxxxxx	new
(2024)	Issue: Mathematical Content and Practices	Mathema tics framewor k.
N/A	16. During the last two years, have you participated in professional development or professional learning activities related to mathematics? © Yes © No	This item was developed
(2024)	Issue: Teacher Factors	to measure content aligned with the

	new
	Mathema
	tics
	framewor
	k.

Previous Item	2026 Item		D/ A/R+	Rationale
N/A (2024)	17. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow? Select one answer choice on each row. Ves	Мо Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф	A	This item was developed to measure content aligned with the new Mathema tics framewor k.
N/A (2024)	18. Consider all mathematics-related professional development or professional learning activities in which you participated during the last two years. Did these activities benefit the following aspects of your mathematics instruction? Select one answer choice on each row. Yes a. Knowledge and understanding of mathematical content b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving etc. c. Classroom management d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners) e. Digital technology skills for teaching mathematics f. Design of student mathematics assessments g. Use of student mathematics assessments to inform teaching ISSUE: Teacher Factors	Мо Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф	A	This item was developed to measure content aligned with the new Mathema tics framewor k.

Appendix J2-6: Operational Grade 4 (Mathematics)

1	1. Which best describes your role in teaching mathematics to this class?	VH240054
•	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 mathematic 	s.
		VH261160
2.	2. How many students are in this class?	
	Enter the number of students.	
		VH845752
3.	3. In a typical week, about how much time in total do you spend with this class or mathematics instruction?	
	Enter the hours and minutes and include in-class time only.	
	hours and minutes per week	
4.	4. Approximately how much mathematics homework do you assign to students in class each day?	this VH240058
	None	
	15 minutes	
	© 30 minutes	
	© 45 minutes	
	One hour	
	More than one hour	

Θ

	(4)	Unrestricted use					
	(B)	Restricted use					
	0	Calculators are not peri	mitted.				
6.	Wha	at kind of calculator do	your student	s usually use du	ring mathemat	cics lessons?	VH240060
	(8)	None					
	ⅎ	Basic four-function (add	dition, subtra	action, multiplic	cation, division)	
	0	Scientific (not graphing	()				
	0	Graphing					
7.		en you give students a n Never Sometimes Always 8. In your mathematics class digital device (excluding Select one answer choice	ss this year, hov handheld calcu	v often do your stud	ents use a compute	V120692	
_		Select one answer enotes	on each row.		Ab	11	r I
			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.	Pract	the state of the s	Φ	Ф	0	0	Φ
b.		and mathematics learning a enrichment activities	•	•	0	•	•

c. Research mathematics topics

on the Internet

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

0

 $9. \,$ In your mathematics class this year, to what extent do you use the following materials to enhance instruction?

	Not at all	Small extent	Moderate extent	Large extent
VR587115				
a. Textbooks (print or digital) provided by your district or school	®	(8)	©	0
VR587116				
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	®	•	0	Φ
c. Materials you have created	®	®	0	0
d. Printed workbooks	®	®	0	•
VR587125				
e. Physical manipulatives provided by your district or school	(4)	(8)	0	0
VR587126				
f. Physical manipulatives that you made or bought	(3)	(8)	0	•
g. Measurement tools (e.g., ruler,	®	®	0	Φ
protractor)	10.000			13.50
VR587124	1022	0.230	1,25	1125
h. Math apps	(A)	(B)	0	0
VR587120				
i. Digital, board, or paper games that require players to use mathematics	(A)	(8)	0	•
VR587122				
j. Math software or programming software (e.g., Core Math Tools)	(A)	(B)	0	Φ
VR587123				
k. Coding software (e.g., computer programs or robotics programming)	®	®	0	0
VR587121				
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	(4)	(B)	0	Φ

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
VR730655					
Explain one's thinking and make connections between models and equations	⊗	•	0	•	Φ
b. Make assumptions	⊗	•	0	0	Θ
c. Make approximations	•	Ф	9	9	θ
d. Represent a problem situation with numbers, words, pictures, or charts	Φ	Ф	0	θ	Φ
e. Use clear and precise language to discuss problem solving and reasoning	0	Ф	0	Θ	θ
f. Use arithmetic with whole numbers to represent a real-life situation	Φ	Ф	0	θ	θ
g. Create an equation to solve a real-life problem	⊗	•	9	0	Θ
h. Use data concepts to make sense of a data set	۵	•	0	0	Φ
i. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	®	Ф	0	θ	θ
j. Create a mathematical expression for a word problem	Φ	Ф	0	θ	θ
k. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	Φ	Φ	9	θ	θ

VH26992

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

	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
VH845878					
a. Discuss each student's current level of performance with them	0	•	0	0	Φ
VH269928					- I.
b. Set goals for specific progress the student would like to make	(3)	Φ	0	Φ	Φ
c. Discuss progress the student has made toward goals previously set	0	0	0	0	©
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ø	•	0	0	Θ

12. When you teach mathematics to your fourth-grade class, to what extent do you do any of the following?

Select one answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent
VR761730				
a. Set different achievement standards for some students	0	•	0	0
b. Supplement the regular course curriculum with additional material for some students	©	•	0	0
c. Have some students engage in different classroom activities	0	0	0	0
d. Use a different set of methods in teaching some students	0	•	0	0
e. Pace my teaching differently for some students	0	•	0	Θ
f. Provide multiple representations of concepts and guide students to express what they know using various formats	@	0	0	0

VR587105

13. When you teach mathematics to your fourth-grade class, to what extent do you do any of the following things?

	Not at all	Small extent	Moderate extent	Large extent
a. Show students how a graph, geometric figure, or equation supports a mathematical conclusion	©	Φ	0	0
b. Make mathematical statements based on a graph, geometric figure, or equation	⊗	•	0	0
c. Have students express and defend their agreement with other students' mathematical ideas	©	Φ	0	•
d. Have students reject or incorporate other students' mathematical ideas	0	Φ	0	0

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Determine whether a mathematical statement is	0	•	0	0	Φ
b. Provide data to help justify a mathematical statement	®	®	0	0	©
c. Provide data to refute a mathematical statement that is not true	0	•	0	0	Ф
d. Use a graph, geometric figure, or equation to solve a mathematics problem	0	•	0	θ	0
e. Draw a graph or geometric figure to describe a mathematical idea or situation	®	•	0	Θ	Θ
f. Read and understand a graph, geometric figure, or equation	0	•	0	Θ	0

VR587099

15. Thinking about your fourth-grade mathematics class this year, how often did your students do the following activities?

	Never	In some lessons	In about half of the lessons	In more than half of the lessons	In all or almost all of the lessons
VR587161					
a. Use patterns, tables, or graphs to support a true mathematical statement	⊗	•	0	0	0
VR587162				T T	
b. Use existing patterns, tables, or graphs to arrive at a conclusion	0	•	0	Φ	Φ
VR587163					
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	0	•	0	0	•
VR587164					
d. Explain their mathematical ideas in their own words	0	0	0	0	0
VR587165					
e. Explain why they agree or disagree with another student's mathematical ideas	•	•	0	Φ	0
VR587166					
f. Adapt their mathematical ideas to another student's ideas	0	Φ	θ	Φ	θ

16.	During the last two years, have you participated in professional development or
	professional learning activities related to mathematics?

Yes

® No

VR587102

17. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow?

Select one answer choice on each row.

	Yes	No
VR587173		
In-person and/or online courses or seminars (including seminars where you were a presenter)	∅	•
b. Formal certification or degree program	®	•
c. Observation of classes of other teachers of mathematics	Φ	•
d. Informal discussions with other teachers of mathematics	Φ	@
e. Participation in networks of other teachers of mathematics	•	•
f. Coaching for teachers of mathematics (including instances where you coached other teachers)	⊗	•
g. Reading professional literature or information about teaching mathematics	⊗	Φ

VR587104

18. Consider all mathematics-related professional development or professional learning activities in which you participated during the last two years. Did these activities benefit the following aspects of your mathematics instruction?

	Yes	No
a. Knowledge and understanding of mathematical content	•	0
b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	⊗	(D)
c. Classroom management	∅	•
d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	•	•
e. Digital technology skills for teaching mathematics	Φ	Φ
f. Design of student mathematics assessments	Φ	®
g. Use of student mathematics assessments to inform teaching	®	®

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

Previous Ite	m						2026 Item						D/ A/R+	Rationale
7. In your mathematics other digital device (e Select one circle in ca	xcluding hand					VH269921	8. In your mathematics digital device (excludi Select one answer cho	ng handheld calcul		the following?			R	For 2026 we have aligned
	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		VII:169922	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		Inline
a. Practice or review mathematics topics	0	© (D)	©	©	© ©	VH269922	a. Practice or review mathematics topics	0	0	0	0	•		Direction
b. Extend mathematics learning with	®	(1)	0	0	Ф	VH269923	b. Extend mathematics learning with enrichment activities	0	00	0	0	•		in Teach
c. Research mathematics topics	®	®	0	0	(D)	VH269924	c. Research mathematics topics on the Internet	∞	0	Θ	0	Φ		and
2024)							Issue: Instruc	tional (Organiz	ation a	nd Stra	ategies		School Items wi the Directior currently used in Student Items.

Previous Item					2026 Item					D/ A/R+	Rationale
In your mathematics class this ye materials? Select one circle in each	ch row.	No, I do not	No, this resource	VH845832	9. In your mathematics class thi to enhance instruction? Select one answer choice on e		t do you use the follov	ving materials	Large extent	R	For 2026, we have aligned Inline
	Yes	prefer to use this resource.	is not available to me.		VR587115						
a. Textbooks provided by your	0	0	0	VH845833	a. Textbooks (print or digital) provided by your district or school	•	Φ	0	0		Directions
b. Other materials provided by your district or school	0	0	0	VH845834	b. Other materials provided by your district or school (e.g., math board	Φ	Φ	0	0		in Teache
c. Materials you have created	⊗	(1)	0	VH845842	games, math puzzles)	Φ	Φ	0			and Scho
d. Printed workbooks	0	•	0	VH845840	c. Materials you have created						and scho
e. Physical and/or digital manipulatives	@	•	0	VH845837	d. Printed workbooks	0	0	0	9		Items wit
f. Digital games	0	0	0	VH845841	e. Physical manipulatives provided by	•	(1)	0	0		
g. Interactive whiteboard	0	(8)	0	VH845844	your district or school f. Physical manipulatives that you made or bought	•	•	0	•		the Direction
					g. Measurement tools (e.g., ruler, protractor)	Φ	Φ	0	•		currently
					h. Math apps	0	(3)	0	0		Currently
					i. Digital, board, or paper games that require players to use mathematics	0	Ф	0	•		used in
					j. Math software or programming software (e.g., Core Math Tools)	Φ	0	0	Φ		Student
					k. Coding software (e.g., computer programs or robotics programming)	0	0	0	Φ		Items. Th
					l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	Φ	®	0	Φ		Item sten
											and
					Issue: Instructio	nal Reso	ources				subitems
2024)											b, e, f, an
					1						g were

	revised for
	clarity, and
	new
	subitems i-l
	were
	developed
	to measure
	content
	aligned
	with the
	new
	Mathemati
	cs
	framework.

9. When you teach mathematics to you following? Select one circle in each rough and the standards for some students b. Supplement the regular course curriculum with additional material for some students c. Have some students engage in different classroom activities d. Use a different set of methods in teaching some students c. Supplement the regular course supplement to the supplemen	ow.	Moderate extent	Large extent	VH240895	White	R	For 2026, we have
a. Set different achievement standards for some students b. Supplement the regular course curriculum with additional material for some students c. Have some students engage in different classroom activities d. Use a different set of methods in teaching some ©	•	extent	Large extent		 When you teach mathematics to your eighth-grade class, to what extent do you do any of the following? Select one answer choice on each row. 		aligned Inline
standards for some students b. Supplement the regular course curriculum with additional material for some students c. Have some students engage in different classroom activities d. Use a different set of methods in teaching some ©		0			Not at all Small extent Moderate extent Lar VENUE a. Set different achievement standards	rge extent	
course curriculum with additional material for some students c. Have some students engage in different classroom activities d. Use a different set of methods in teaching some	•		0	VH240900	for some students		Direction
acutional material for some students c. Have some students engage in different classroom activities d. Use a different set of methods in teaching some		0	Φ	VH240901	D. Supplement the regular course Curriculum with additional material for some students	Φ	in Teache
engage in different classroom activities d. Use a different set of methods in teaching some		-			c. Have some students engage in	Φ	and Scho
methods in teaching some	•	0	0	VH240904	d. Use a different set of methods in teaching some students	(1)	Items wit
	(3)	0	0	VH240903	e. Pace my teaching differently for some students	Φ	the
e. Pace my teaching differently for some students	•	0	0	VH240902	f. Provide multiple representations of concepts and quide students to express ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕	Φ	Direction currently
2024)					Issue: Instructional Organization and Strate	egies	Student Items. I Item ster was revis for clarit and subItem was develope to measu content aligned with the

⊥ tramework.		framework.
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			20	20 U	pera	ποι	nal Grade 8 M	ıatn	emati	cs ie	acner			
Previous Ite	m						2026 Item						D/ A/R+	Rationale
10. In your mathematics of strategies when teachi	class this year ing? Select on	, how often do e circle in eac	o you use each h row.	of the followi	ng	VH617288	16. In your mathematics clas strategies when teaching! Select one answer choice	?	often do you use ea	ach of the followin	g vihi72	35	R	For 2026, we have aligned
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always			Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		Inline
a. I teach mathematics as a whole-class	0	•	0	0	(D)	VH617289	a. I teach mathematics as a whole- class activity.	0	Φ	0	0	Φ		Direction
activity. D. I create student groups with the same	®	®	0	0	Ф	VH617290	b. I create student groups with the same achievement level.	0	•	0	0	Φ		in Teache
achievement level.							c. I create student groups with different achievement levels.	•	Ф	0	•	Φ		and
groups with different achievement levels. I. I create groups by	8	(D)	0	0	Φ	VH887867	d. I create groups by random assignment.	Φ	Φ	0	•	Φ		School
random assignment. I allow students to choose their own	0		0	0	0	VH852844	e. I allow students to choose their own groups.	Φ	Ф	0	0	Φ		Items wit
groups.								1			! СЬ			the
.024)							Issue: Instructi	ionai (ərganız	ation a	na Stra	itegies		Direction
.02 1)														currently
														Currenti
														used in
														used in
														Student
													R	Student
						VIL169925					Vicini		R	Student Items.
In your mathematics individual students to row.	class this year assess their p	, how often de	o you do each o thematics? Sel	of the followin	ng with in each	VH269925	15. In your mathematics clas individual students to ass Select one answer choice	sess their progre	r often do you do cas ss in mathematics?	ch of the following	with VIDOR	3	R	Student Items. For 2026
individual students to	assess their p	About once	About once	About once	Every day o	1	individual students to ass	sess their progre	r often do you do eas se in mathematics? About once or twice a year	ch of the following About once or twice a month	with VICION	Every day or almost every day	R	Student Items. For 2026 we have
individual students to row.	class this year assess their p	progress in ma	thematics? Sel	lect one circle	in each	1	individual students to ass	on each row.	About once or	About once or	About once or	Every day or almost every day	R	Student Items. For 2026 we have aligned Inline
individual students to row.	assess their p	About once or twice a	About once or twice a	About once or twice a	Every day of	1	individual students to ass Select one answer choice Vittean a. Discuss each student's current	on each row. Never	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction
individual students to row. n. Discuss each student's current level of performance	assess their p	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	r I	individual students to ass Select one answer choice VIII. a. Discuss each student's current level of performance with them VIII. b. Set goals for specific progress	on each row. Never	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned
individual students to row. 1. Discuss each student's current level of performance with them 3. Set goals for specific progress the student would like to make 2. Discuss progress the student student has made	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day of almost every day	r I	Select one answer choice Select one answer choice a. Discuss each student's current level of performance with them tuners b. Set goals for specific progress the student would like to make the student would like the stude	on each row. Never	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teache
individual students to row. Discuss each student's current level of performance with them Set goals for specific progress the student would like to make Discuss progress the student thas made toward goals previously set	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	r I	individual students to ass Select one answer choice VIRILATOR a. Discuss each student's current level of performance with them VIRILATOR b. Set goals for specific progress the student would like to make to make the student has made toward goals previously set VIRILATOR d. Discuss Progress the student has made toward goals previously set vIRILATOR d. Determine how to adjust your	sess their progretion cach row. Never	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School
individual students to row. Discuss each student's current level of performance with them . Set goals for specific progress the student would like to make toward goals previously set . Discuss progress the student has made toward goals previously set . Determine how to adjust your teaching strategies to meet the student's current	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	r I	Select one answer choice Select one answer choice a. Discuss each student's current level of performance with them tuners b. Set goals for specific progress the student would like to make the student would like the stude	sess their progretion cach row. Never	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items win
individual students to row. Discuss each student's current level of performance with them Set goals for specific progress the student would like to make Discuss progress the student than made toward goals previously set Determine how to adjust your teaching strategies to meet the	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	r I	Select one answer choice Select one answer choice a. Discuss each student's current level of performance with them tuners b. Set goals for specific progress the student would like to make the student would like the stude	sess their progretion cach row. Never	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items win the
individual students to row. Discuss each student's current level of performance with them Set goals for specific progress the student would like to make be student has made toward goals previously set. Determine how to adjust your teaching strategies to meet the student's adjust your teaching strategies to meet the student's current	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	r I	Select one answer choice Select one answer choice a. Discuss each student's current level of performance with them tuners b. Set goals for specific progress the student would like to make the student would like the stude	sess their progretion cach row. Never	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items wi the Direction
individual students to row. Discuss each student's current level of performance with them Set goals for specific progress the student would like to make Discuss progress the student has made toward goals previously set	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	r I	individual students to ass Select one answer choice a. Discuss each student's current level of performance with them b. Set goals for specific progress the student would like to make viscosis to the student has made toward goals previously set Determine how to adjust our technique attraction to more cet student's current learning needs	sees their progre	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teach and School Items wi the Direction currently
individual students to row. Discuss each student's current level of performance with them Set goals for specific progress the student would like to make. Discuss progress the student has made toward goals previously set Determine how to adjust your teaching strategies to meet the student's current learning needs	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	r I	Select one answer choice Select one answer choice a. Discuss each student's current level of performance with them tuners b. Set goals for specific progress the student would like to make the student would like the stude	sees their progre	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items wi the Direction currently used in
individual students to row. h. Discuss each student's current level of performance with them. Set goals for specific progress the student would like to make toward goals previously set. Discuss progress the student student has made toward goals previously set. Determine how to adjust your teaching strategies to meet the student's current	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	r I	individual students to ass Select one answer choice a. Discuss each student's current level of performance with them b. Set goals for specific progress the student would like to make viscosis to the student has made toward goals previously set Determine how to adjust our technique attraction to more cet student's current learning needs	sees their progre	About once or twice a year	About once or twice a month	About once or twice a week	almost every day	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items withe Direction currently

2026 Operation	nal Grade 8 Mathematics Teacher		
Previous Item	2026 Item	D/ A/R+	Rationale

12. 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	
Use clear and precise language to discuss problem solving and reasoning	0	•	0	0	Θ	VH562965
b. Make assumptions	0	0	0	0	0	VH617994
c. Make approximations	(3)	Θ	0	0	0	VH617995
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	0	⊕	9	0	Θ	VH562967
e. Use models to examine real-life and mathematical examples	0	0	9	0	Θ	VH549099
f. Create equations	(8)	(B)	0	0	Θ	VH562985
g. Examine patterns in tables and graphs to describe relationships	0	(B)	0	0	Θ	VH562991
h. Evaluate a problem-solving process	(8)	(1)	0	0	Ð	VH562983
i. Evaluate the conclusions of other students	(8)	®	0	0	0	VH549107
j. Relate what your students know to the real world and make sense of it mathematically	8	(D)	0	0	Θ	VH562988

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Use clear and precise language to discuss problem solving and reasoning	0	Ф	0	0	0
b. Make assumptions	0	•	0	0	θ
c. Make approximations	∞	Ф	0	0	Ф
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	∅	(0	0	•
e. Use models to examine real-life and mathematical examples	⊗	0	0	9	Φ
f. Create equations	Φ	0	0	0	Ф
g. Examine patterns in tables and graphs to describe relationships	Φ	Ф	0	0	Ф
h. Evaluate a problem-solving process	⊗	Ф	Φ	0	Φ
i. Evaluate the conclusions of other students	0	0	0	0	Φ
j. Relate what your students know to the real world and make sense of it mathematically	®	Ф	0	θ	Φ
k. Use arithmetic with whole numbers, decimals, or fractions to represent a real-life situation	∞	Œ)	0	0	Φ
VESSTAN I. Create an equation to solve a problem in a real-life context	•	0	0	Φ	Φ
m. Use data analysis, statistics, and probability concepts to make sense of a data set	•	•	0	•	0
n. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	∞	Ф	0	0	Φ
vess7138 o. Create a mathematical expression for a word problem	⊗	0	0	0	Φ
b. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	•	•	0	0	Φ

(2024)

Issue: Mathematical Content and Practices

we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. The Item stem was revised for clarity and subitems kp were developed to measure content aligned with the new Mathemati CS framework.

For 2026,

R

2026 Operational Grade 8 Mathematics Teacher **Previous Item** 2026 Item D/ **Rationale** A/R+ For 2026, R we have 13. 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. aligned Inline Very little emphasis Quite a bit of emphasis A lot of emphasis No emphasis Some emphasis Very little emphasis Some emphasis Directions Use definitions and notation precisely Φ a. Use definitions and **((D)** 0 Φ **(D)** notation precisely in Teacher b. Identify and correct flawed mathematical b. Identify and correct flawed mathematical reasoning θ **(A)** (1) 0 0 Φ reasoning c. Construct arguments using tables, graphs, and School Construct arguments using tables, graphs, or diagrams 0 0 Θ • ⊕ Items with or diagrams d. Make, test, and ഀ 0 (0) validate conjectures e. Engage in deductive reasoning and the Directions currently used in Student (2024)

				Issue: Mathematical Content and Practices		Items.
14. Think about your plans for this r emphasis did you or will you giv	mathematics class for each of the follow:	or the entire year. If ing? Select one circ Moderate	le in each row.	N/A	D	This Item was dropped to reduce
a. Numbers and operations	Little or no emphasis	Moderate emphasis	Heavy emphasis			questionnai
b. Measurement	0	0	© VH240852			questionnai
c. Geometry	0	0	© VH240853			
d. Data analysis, statistics, and probability	0	0	© VH240856			re length.
e. Algebra and functions	⊗	®	© VH240854			
(2024)						

2026 Operational Grade 8 Mathematics Teacher									
Previous Ite	m						2026 Item	D/ A/R+	Rationale
15. Suppose your students think each of the follorow.	s did very wel wing explana Not at all likely	l on their last tions is in this Not likely	mathematics situation? So Somewhat likely	test. How like elect one circle	y do you in each Extremely likely	VH270365	N/A	D	This Item was dropped to reduce
 My students did well because they studied and were prepared. 	0	®	0	0	•	VH270306			questionn
 My students did well because they put in a lot of effort. 	•	ⅎ	0	Ф	(D)	VH270307			aire
 My students did well because they always do well on tests. 	®	•	0	Φ	Φ	VH270308			length.
 d. My students did well because I taught the concepts well. 	0	(1)	Θ	Φ	Φ	VH270309			
 My students did well because they guessed well on the test. 	0	(1)	0	0	•	VH270311			
 My students did well because they are just good at math. 	0	®	0	0	Φ	VH270313			
(2024) 17. In your mathematics c to participate in mathe	lasses this ye: matics activi	ar, how often o	lid you encou school?	arage your stud	ents	VH270361	N/A	D	This Item was dropped
 Never About once or twice About once or twice About once or twice Every day or almost 	e a month e a week								to reduce questions aire
(2024)									length.
 18. In this school year, how students to participate 	in mathemati	did you provid cs activities o	le direct oppo itside of scho	rtunities for yo	ur	VH270362	N/A	D	This Item was dropped to
More than five time	es								questionn
(2024)									re length.

20	2026 Operational Grade 8 Mathematics Teacher							
Previous Item	2026 Item		D/ A/R+	Rationale				
N/A	12. Thinking about your eighth grade mathematics classes this year, how a did you place on teaching your students each of the following things? Select one answer choice on each row.	much emphasis	A	This Item was developed				
	No emphasis Very little emphasis Some en	nphasis Quite a bit of emphasis emphasis		to				
	a. Provide evidence to show that a mathematical statement is true	• •		measure				
	b. Justify why a mathematical statement is not true	• •		content				
	c. Read and analyze a graph. geometric figure, or equation to understand a problem	• •		aligned				
	d. Use a graph, geometric figure, or equation to solve a mathematics problem	• •		with the				
	e. Use information from a real-life problem to create an equation and then solve it	Φ Φ		new Mathema				
	f. Write an equation to get a solution to a real-life problem and analyze the results	> ® Φ		tics				
	g. Identify similarities among given cases to help find rules or common attributes or common attributes)		framewor k.				
	h. Extend mathematical idea or results beyond specific cases to other cases or broader domains	» • • •		к.				
	i. Explain why they agree or disagree with another student's mathematical idees mathematical wides	D						
	i. Adapt their mathematical ideas to another student's ideas	Φ Φ]					
(2024)	Issue: Mathematical Content a	nd Practices						
	14. When you teach mathematics to your eighth grade class, to what extent of the following things? Select one answer choice on each row.							
N/A	Not at all Small extent	Moderate extent Large extent		was				
IV/A	a. Show students how a graph, geometric figure, or equation suppods a mathematical conclusion \$\text{332.75}\$	0 0		developed to				
	b. Make mathematical statements based on a graph, geometric figure, or equation	Φ Φ		measure				
	c. Have students express and defend their agreement with other students' mathematical ideas mathematical ideas	Φ Φ		content				
	d. Have students reject or incorporate other students' mathematical ideas	© ©		aligned with the				
				new				
(2024)				Mathema				
(2024)	Issue: Instructional Organizatio	n and Strategies		tics				
		_		framewor				
				k.				

2026 Operational Grade 8 Mathematics Teacher					
Previous Item	2026 Item	D/ A/R+	Rationale		
N/A		A	This Item was developed to measure content aligned with the new Mathemati cs		

	17. Thinking about your e students do the follow Select one answer choi	ing activities?	ematics class this ye	ar, how often did y	VE9700	_		framework.
		Never	In some lessons	In about half of the lessons	In more than half of the lessons	In all or almost all of the lessons		
	a. Use patterns, tables, or graphs to support a true mathematical statement	•	Φ	0	0	θ		
	b. Use existing patterns, tables, or graphs to arrive at a conclusion	•	Φ	0	Φ	θ		
	 Evaluate whether available patterns, tables, or graphs support a mathematical statement 	0	Φ	0	Ф	Φ		
	d. Explain their mathematical ideas in their own words	•	0	0	Φ	Φ		
(2024)	e. Explain why they agree or disagree with another student's mathematical ideas	•	Φ	0	0	Φ		
(232.)	f. Adapt their mathematical ideas to another student's ideas	•	Φ	Φ	Φ	Φ		
	Issue: Mathe	matica	l Conte	nt and	Practio	es		
							Α	This Item
N/A	18. During the last two year professional learning act	s, have you pa	rticipated in pr	ofessional dev	elopment or	VR:587101		was
	⊕ Yes	· · · · · · · · · · · · · · · · · · ·	to matternatio					developed
	® No							to measure
								content
								aligned
	Issue: Teache	r Facto	ors					with the
								new
(2024)								Mathemati
								cs
								framework.

20	26 Operational Grade 8 Mathematics Teacher		
Previous Item	2026 Item	D/ A/R+	Rationale
N/A (2024)	19. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow? Select one answer choice on each row. Yes	A	This Item was developed to measure content aligned with the new Mathemati cs framework.
N/A		A	This Item was developed to measure content aligned with the

	20. Consider all mathematics-related professional developmen activities in which you participated during the last two yea benefit the following aspects of your mathematics instruct Select one answer choice on each row.	ars. Did these activities	V8097304	new Mathemati
		Yes	No	cs
	a. Knowledge and understanding of mathematical content	•	Φ	
	b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	۵	Φ	framework.
	c. Classroom management	0	0	
	d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	0	Φ	
	e. Digital technology skills for teaching mathematics	•	0	
	f. Design of student mathematics assessments	0	Φ	
	g. Use of student mathematics assessments to inform teaching	0	Φ	
(2024)				
, ,	Issue: Teacher Factors			

Appendix J2-8: Operational Grade 8 (Mathematics)

1.	. Which best describes your role in teaching mathematics to this class?	VH240054
	I do not teach mathematics to this class.	
	I teach all or most subjects, including mathematics.	
	The only subject I teach is mathematics.	
	We team teach, and I have primary responsibility for teaching mathematics.	
2	How many students are in this class?	VH261160
	Enter the number of students.	
3.	In a typical week, about how much time in total do you spend with this class on	VH845752
٠.	mathematics instruction?	
	Enter the hours and minutes and include in-class time only.	
	hours and minutes per week	
4.	Approximately how much mathematics homework do you assign to students in this class each day?	VH240058
	© 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?	VH240059
	(8)	Unrestricted use	
	(1)	Restricted use	
	0	Calculators are not permitted.	
6.	Wh	at kind of calculator do your students usually use during mathematics lessons?	VH240060
	(8)	None	
	(B)	Basic four-function (addition, subtraction, multiplication, division)	
	0	Scientific (not graphing)	
	0	Graphing	
7.	Wh	en you give students a mathematics test or quiz, how often do they use a calculator?	VH240061
	(3)	Never	
	1	Sometimes	
	0	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 answer choice on each row.	VH269921

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Practice or review mathematics topics	®	•	0	0	θ
b. Extend mathematics learning with enrichment activities	•	•	0	•	Φ
c. Research mathematics topics on the Internet	•	Θ	0	0	θ

9. In your mathematics class this year, to what extent do you use the following materials to enhance instruction?

	Not at all	Small extent	Moderate extent	Large extent
a. Textbooks (print or digital) provided by your district or school	®	(1)	0	0
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	•	(6)	0	0
c. Materials you have created	®	(8)	0	0
d. Printed workbooks	((1)	0	0
e. Physical manipulatives provided by your district or school	®	(8)	0	•
f. Physical manipulatives that you made or bought	®	(8)	0	•
g. Measurement tools (e.g., ruler, protractor)	®	(1)	0	•
h. Math apps	®	(8)	0	•
i. Digital, board, or paper games that require players to use mathematics	®	(1)	0	•
j. Math software or programming software (e.g., Core Math Tools)	®	(1)	0	0
k. Coding software (e.g., computer programs or robotics programming)	@	(1)	0	•
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	0	(1)	0	•

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
VR730708					
Use clear and precise language to discuss problem solving and reasoning	(⊕	0	0	Φ
b. Make assumptions	(A)	Φ	0	0	Φ
c. Make approximations	®	•	0	Θ	Œ
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	®	•	0	Θ	•
e. Use models to examine real-life and mathematical examples	•	•	0	θ	©
f. Create equations	(A)	⊕	0	0	Ф
g. Examine patterns in tables and graphs to describe relationships	(A)	®	0	Θ	Φ
h. Evaluate a problem-solving process	(A)	®	0	0	•
i. Evaluate the conclusions of other students	®	®	0	0	©
j. Relate what your students know to the real world and make sense of it mathematically	•	(1)	0	θ	©
k. Use arithmetic with whole numbers, decimals, or fractions to represent a real-life situation	®	®	0	Θ	©
l. Create an equation to solve a problem in a real-life context	(A)	•	0	Θ	Θ

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
m. Use data analysis, statistics, and probability concepts to make sense of a data set	®	®	0	Θ	Ð
n. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	®	Φ	0	Θ	©
o. Create a mathematical expression for a word problem	0	®	0	Θ	©.
p. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	®	Φ	0	Φ	©

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
VH547462					
Use definitions and notation precisely	®	(1)	0	Θ	Φ
VH547464				Y	
b. Identify and correct flawed mathematical reasoning	(A)	•	0	Θ	Φ
VH547468					
c. Construct arguments using tables, graphs, or diagrams	®	•	0	0	Φ
VH547466					
d. Make, test, and validate conjectures	((D)	0	0	Φ
VH547465				The state of the s	
e. Engage in deductive reasoning and informal proofs	0	Ф	Φ	Φ	Φ

12. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following things?

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Provide evidence to show that a mathematical statement is true	®	(8)	0	Θ	Œ
b. Justify why a mathematical statement is not true	•	•	0	Θ	©
c. Read and analyze a graph, geometric figure, or equation to understand a problem	•	•	0	Θ	Ð
d. Use a graph, geometric figure, or equation to solve a mathematics problem	•	®	0	0	•
e. Use information from a real-life problem to create an equation and then solve it	®	Φ	0	Θ	Ф
f. Write an equation to get a solution to a real-life problem and analyze the results	(4)	(8)	0	Φ	©.
g. Identify similarities among given cases to help find rules or common attributes	Φ	•	0	0	Œ
h. Extend mathematical ideas or results beyond specific cases to other cases or broader domains	•	Φ	0	Θ	Φ
i. Explain why they agree or disagree with another student's mathematical ideas	•	®	0	0	•
j. Adapt their mathematical ideas to another student's ideas	®	(D)	0	Φ	Ф

13. When you teach mathematics to your eighth-grade class, to what extent do you do any of the following?

Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent
a. Set different achievement standards	(a)	(8)	©	0
for some students VR761741 b. Supplement the regular course curriculum with additional material	®	®	©	Φ
for some students VR761744 c. Have some students engage in different classroom activities	®	(1)	©	©
d. Use a different set of methods in teaching some students	®	®	©	Φ
e. Pace my teaching differently for some students	Φ	®	0	Φ
f. Provide multiple representations of concepts and guide students to express what they know using various formats	0	®	0	Φ

VR587106

14. When you teach mathematics to your eighth-grade class, to what extent do you do any of the following things?

	Not at all	Small extent	Moderate extent	Large extent
a. Show students how a graph, geometric figure, or equation supports a mathematical conclusion	0	©	0	0
b. Make mathematical statements based on a graph, geometric figure, or equation	•	©	0	0
c. Have students express and defend their agreement with other students' mathematical ideas	•	©	0	0
d. Have students reject or incorporate other students' mathematical ideas	0	©	0	0

15. 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 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. Discuss each student's current level of performance with them	(A)	®	0	0	©
b. Set goals for specific progress the student would like to make	®	(8)	0	•	©
c. Discuss progress the student has made toward goals previously set	•	(1)	0	Φ	©
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	•	(3)	0	Φ	•

VH617288

16. In your mathematics class this year, how often do you use each of the following strategies when teaching?

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
VH617289					
a. I teach mathematics as a whole-class activity.	®	®	0	0	(E)
VH617290					
b. I create student groups with the same achievement level.	∞	(B)	0	0	©
VH887867					
 I create student groups with different achievement levels. 	8	•	0	0	©
VH617291					
d. I create groups by random assignment.	⊗	(B)	0	0	©
VH852844					
e. I allow students to choose their own groups.	0	(8)	0	0	©

17. Thinking about your eighth-grade mathematics class this year, how often did your students do the following activities?

Select one answer choice on each row.

	Never	In some lessons	In about half of the lessons	In more than half of the lessons	In all or almost all of the lessons
a. Use patterns, tables, or graphs to support a true mathematical statement	®	(3)	0	0	©
b. Use existing patterns, tables, or graphs to arrive at a conclusion	®	(8)	0	0	©
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	⊗	(3)	©	0	©
d. Explain their mathematical ideas in their own words	0	(8)	0	0	©
e. Explain why they agree or disagree with another student's mathematical ideas	๎	(3)	0	0	©
f. Adapt their mathematical ideas to another student's ideas	®	(8)	0	0	•

VR587101

18.	During the last two years, have you participated in professional development or
	professional learning activities related to mathematics?

- Yes
- ® No

19. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow?

Select one answer choice on each row.

	Yes	No
VR587181		
a. In-person and/or online courses or seminars (including seminars where you were a presenter)	(3)	(1)
b. Formal certification or degree program	•	(8)
c. Observation of other mathematics teachers' classes	•	®
d. Informal discussions with other mathematics teachers	((8)
e. Participation in networks of mathematics teachers	®	(8)
f. Coaching for mathematics teachers (including instances where you coached other teachers)	•	(1)
g. Reading professional literature or information about teaching mathematics	©	(8)

VR587104

20. Consider all mathematics-related professional development or professional learning activities in which you participated during the last two years. Did these activities benefit the following aspects of your mathematics instruction?

	Yes	No
a. Knowledge and understanding of mathematical content	•	®
b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	•	®
c. Classroom management	•	®
d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	•	•
e. Digital technology skills for teaching mathematics	0	®
f. Design of student mathematics assessments	0	®
g. Use of student mathematics assessments to inform teaching	Φ	®

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

2026 Operational Grade 4 Reading Teacher									
Previous Item	2026 Item	D/ A/R+	Rationale						
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.	1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. © 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.	R	This Item was revised for clarity and Inline Directions inconsiste nt with other						
(2024)	Issue: Teacher, Instructional, and Classroom Supports		items were removed.						
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.	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 using print and digital texts. Enter the hours and minutes and include in-class time only. hours and minutes per week	R	This Item and Inline Directions were revised for clarity.						
(2024)	Issue: Teacher, Instructional, and Classroom Supports								

2026 Operational Grade 4 Reading Teacher Previous Item 2026 Item D/ Rationale														
D/ A/R+	2026 Item						Previous Item							
R VINCOUS INTERESTENT D D D D D D D D D D D D D	Moderate extent	nt	Small extent	far this year? ach row. Not at all	Teacher,	a. Fiction b. Exposi capitar in explair d. Multir texts in or anir	VIGA632 91G4633 91G4633 VIG 6637	anguage Large extent	Moderate extent © © The state of the stat	ion in the follow in each row. Small extent	orovided instruct Select one circle Not at all © ©	4. To what extent have you parts class so far this year? a. Fiction b. Exposition c. Argumentation and persuasion (2024)		

revious Ite	m						2026 Item						D/ A/R+	Rationale
5. When reading a story, ask your students to d	article, or othe	er passage wit	th your student	ts, how often	do you	VH334294	9. When reading a story, your students to do th	article, or other pa e following activit	ssage with your studies!	lents, how often do	you ask	996	R	For 2026, we have
ask your students to a	Never or	Once in a	Sometimes	Often	Always or almost		Select one answer choi	Never or hardly	Once in a while	Sometimes	Often	Always or almost always		aligned Inline
a. Summarize the	hardly ever	while	0	Φ	always	VH334295	a. Summarize the passage	⊕	Ф	0	Φ	Ф		Directions
passage b. Interpret the meaning of the passage	0	•	0	•	•	VH334296	b. Interpret the meaning of the passage	∞	Ф	0	0	Φ		in Teache
c. Question the motives or feelings of the characters	•	(1)	0	Φ	Φ	VH334299	c. Explore the motives or feelings of the characters	0	0	0	0	Ф		
d. Identify the themes of the passage	®	(1)	0	Φ	•	VH335901	d. Identify the themes of the passage	∅	Φ	0	0	Φ		and
e. Analyze two or more texts on the same topic	0	(1)	0	•	Θ	VH334297	e. Analyze two or more texts on the same topic	0	Ф	0	•	Φ		School
							f. Analyze the author's organization of information in a passage	0	0	0	0	Ф		Items wit
							g. Critique the author's craft or technique	•	Φ	0	0	Φ		the
							h. Analyze the author's use of multimedia or non-print text (e.g., texts including images,	•	Φ	0	0	Φ		Direction
							infographics, or animations)							currently
														used in
														Student
2024)							Issue: Cogniti	on and	l Metac	ognitio	n			Student Items.
2024)							Issue: Cogniti	on and	l Metac	ognitio	n			
2024)							Issue: Cogniti	on and	l Metac	ognitio	n			Items.
2024)							Issue: Cogniti	on and	l Metac	ognitio	n			Items. The Item stem and
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem
2024)							Issue: Cogniti	on and	l Metac	ognitio	'n			Items. The Item stem and subitem of were
2024)							Issue: Cogniti	on and	l Metac	ognitio	n			Items. The Item stem and subitem of were revised for
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity,
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were develope
2024)							Issue: Cogniti	on and	l Metac	ognitio	νn			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were developed to
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and h were develope to measure
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were develope to measure content
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were develope to measure content aligned
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were develope to measure content
2024)							Issue: Cogniti	on and	l Metac	ognitio	νn			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and l were develope to measure content aligned
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were developed to measure content aligned with the new
2024)							Issue: Cogniti	on and	l Metac	ognitio	on			Items. The Item stem and subitem of were revised for clarity, and subitems f, g, and I were develope to measure content aligned with the

evious Item		D/ A/R+	Rationale
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	aut once or let a week almost every day of ce a week of the company of the ce a week of the	R	For 2026 we have aligned Inline Direction in Teache and School Items wit the Direction currently used in Student Items. The Item stem was revised fo clarity an subItem of was dropped to reduce question aire length.

Previous Item							2026 Item						Rationale
7. When you teach Engl Select one circle in ea	ish/language a ich row. Never or hardly ever	rts, how often Once in a While	do you use the	c following s Often	Always or almost always	VH334360	6. When you teach English/language arts strategies? Select one answer choice on each row. Never or hard ever	Once in a while	Sometimes	Often	Always or almost always	R	For 2026, we have aligned Inline
I teach reading as a whole-class activity.	0	0	0	Φ	0	VH334361	a. I teach reading as a whole-class activity.	Φ	0	0	Φ		Direction
 I create student groups with the same achievement level. 	0	•	0	0	0	VH334362	b. I create student groups with the same achievement level.	•	0	Φ	Φ		in Teach
c. I create student groups with different	•	(1)	0	Ф	©	VH54866S	c. I create student groups with mixed achievement levels.	Φ	0	Φ	Ф		and
achievement levels. I create groups by random assignment.	®	®	Φ	Φ	Φ	VH334363	d. I create groups by random assignment.	•	0	Φ	Φ		School
e. I allow students to choose their own	•	®	0	Φ	Φ	VH334368	e. I allow students to choose their own groups. YHRESSON	0	0	0	0		
groups. I use differentiated instruction for reading						\neg	f. I use individualized instruction for reading. viasses g. Students work independently	•	0	Φ	0		Items w
(i.e., instruction tailored to student ability and learning	•	00	Φ	0	0	VH562894	on an assigned plan or goal.						the
style). I ask students to work							on a goal they choose themselves.	•	0	Φ	Φ		Directio
independently on an assignment or task. I ask students to	(4)	(1)	Θ	Ф	0	VH548666	i. Students use self-paced reading programs or apps.	Φ	0	Ф	Φ		current
work independently on a task they choose themselves.	Φ	0	0	Φ	Φ	VHS48667	j. I create opportunities for students to participate in (online or in-person) book clubs.	•	0	Φ	Φ		used in
Other strategies (Please specify):	•	®	0	Φ	0	VH562900	k. Students collaborate with peers and experts through the Internet or other digital	0	0	(0)	Ф		Student
024)							Issue: Teacher, Ins Supports	tructio	nal, and	d Class	sroom		c, f, g, a h were revised clarity, and subitem i, j, and were develop
													to measure content aligned with the

Previous Item					D/ A/R	Rationale R+
8. When you teach English/language following resources? Select one control of the	e arts to your stude rele in each row. Not used	Supplement	Basis for instruction © © © © © ©	VIENAMA VIE	R Basis for instruction	For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems a, b, c, and d were revised for clarity and subitem h was developed to measure content aligned with the new Reading framewor k.

							Α	This Item
	5. This school year, to w			n	VR587572			was
N/A	processes? Select one answer cho		emphasized the i	ollowing cognitive				developed
	¥2547000	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		to
	Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	0	•	0	Ф	Φ		measure
	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or	0	θ	9	Ф	Φ		content
	examine relations of ideas across the text)							aligned
	 c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality) 	0	θ	0	Φ	Φ		with the
	d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	0	0	0	Φ	Φ		new
								Reading
								framewor
(0004)								k.
(2024)	Issue: Teach	er, Inst	ructior	ial, and	Classro	oom		
	Supports							

				2026	5 Ор	erat	ional Grade 4 Reading To	eacher	
Previous Iten	า						2026 Item	D/ A/R+	Rational
Suppose your students of likely do you think each circle in each row.	of the follo	wing explana	English/lang tions is in thi	is situation? Se	lect one	VH262946	N/A	D	This Item was dropped to reduce
a. My students did well	Not at all likely	Not likely	likely	Quite fixely	Extremely likely	+			
because they studied and were prepared.	⊕	(B)	0	Φ	Ф	VH262948			question
 My students did well because they put in a lot of effort. 	Φ	⊕	0	•	0	VH262949			aire
c. My students did well because they always do well on tests.	0	•	0	0	0	VH262950			length.
d. My students did well because I taught the concepts well.	•	(1)	0	0	Ф	VH262951			
e. My students did well because they guessed well on the test.	Φ	0	0	0	Ф	VH337286			
f. My students did well because they are just good at reading.	®	0	0	0	Ф	VH337287			
(2024) 11. In your view, to what ex one circle in each row.						VID60634		D	This
a. Students lacking	Not appl		t at all	Some	A lot		N/A		matrix
prerequisite knowledge of skills b. Students with special needs (e.g., physical	or @		•	0	Φ	VH262636	IVA		Item was
disabilities, mental or emotional/psychological impairment)	0		●	0	Φ	VH262637			dropped
c. Disruptive students	0		®	0	Φ	VH262638			to reduce
d. Uninterested students	0		(1)	0	Φ	VH282839			question
									aire
									length.
(2024)									

Previous Ite	111						2026 Item						D/ A/R+	Rationale
9. This school year, to v processes when teach cach row. a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story). Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text) c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	No emphasis	ve you empha onal and litera Very little emphasis	ssized the followy texts in classification of the same emphasis	owing cognitivesses Select one Quite a bit of emphasis	A lot of emphasis	VIENI258 VIENI256 VIENI257 VIENI257	10. This school year to whe teaching informational Select one answer choic select one answer choic select one answer choic selection of the selection of the selection of a story) In the selection of the select	and literary texts is en each row. No emphasis	Very little emphasis	Some emphasis ©	Quite a bit of emphasis	A lat of emphasis	R	For 2026, we have aligned Inline Direction in Teacher and School Items with the Direction currently used in Student Items. The Item stem and subitem of were

2026 Op	erational Grade 4 Reading Te	acher	
Previous Item	2026 Item	D/ A/R+	Rationale

				21.7 (00)	VR58756	2		
	 Thinking about your f emphasis did you plac Select one answer cho 	e on teaching your	/language arts clas students each of th	sees this year, how in the following things	nuch		Α	This Item
		No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		was
N/A	a. Connect what they read to their lives	0	•	0	0	Φ		developed
	b. Think about what they already know about the topic	∞	•	0	Φ	Φ		to
	c. Ask questions about the topic of the text before they read	Φ	Φ	0	Φ	Ф		measure
	d. Reread the text when they don't understand something	0	Ф	0	0	Φ		content
	e. Form their own opinions about the text	®	Ф	0	Φ	θ		
	f. Use strategies to apply what they read to new situations VESATSES g. Use other words to figure out	0	0	0	0	Φ		aligned
	the meaning of a word VESSTERS h. Read the text to help them	0	•	0		•		with the
	answer questions VESUTIONS i. Highlight or underline text	Φ	•	0	•	Φ		new
	j. Take notes related to the text before, during, or after they read	0	0	0	Φ	Φ		Reading
	k. Use things like pictures, videos, or links in the text to help them understand the text	•	0	0	•	Φ		framewor
								k.
(2024)								
(2024)	Issue: Cognit	ion and	l Meta	cogniti	on			
							Α	This Item
							' '	
N/A	12. Approximately what per	centage of the	ollowing type	s of subject are:	texts do your	VR587564		was
	students read in your En Note that the percentage	glish/language	arts class?					developed
	Literary texts or literatu	re C						to
	Social studies Science (including STEM		6					measure
	Other %	"/ L L L L 2	U					content
								aligned
(2024)	Issue: Cognit	tion an	d Meta	acognit	ion			with the
								new
								Reading
								framewor
								k.

	2026 Operational Grade 4 Reading Teacher						
Previous Item	2026 Item	D/ A/R+	Rationale				
N/A	13. Do you give your students class time to read for enjoyment? © Yes © No	A	This Item was developed to measure content				
(2024)	Issue: Engagement and Motivation		aligned with the new Reading framewor				

							k.
N/A	14. When you give your students class time to read for enjoyment, approximately how much time do you give? Enter the total minutes given per reading session.					A	This Item was developed to measure
(2024)							content aligned with the new Reading framewor k.
						Α	This Item
N/A	15. How often does your school of students? Select one answer choice on o		llowing literacy activiti	ies to your	987567		was developed
	VE55/500	Every year	Some years	Not offered	I don't know.		to
	a. School reading challenges (e.g., school read-ins or reading marathons)	•	Φ	0	Φ		measure
	b. Book fairs VRSS/ROI c. School- or community-wide reading	•	Φ	0	•		
	events or programs (e.g., Read Across America, Little Free Library)	0	Ф	0	Φ		content
	d. Book or reading clubs VESS/SOI e. Guest speakers or community	Φ	Ф	0	Φ		aligned
	resources (e.g., authors, local librarians, guest readers)	•	Φ	0	•		with the
	f. Family workshops or information sessions on resources for reading	•	0	0	Φ		new
	g. Summer reading lists or programs to support and maintain reading skills over the summer	Φ	Ф	0	Φ		Reading
	h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring	۵	Ф	0			framewor
	centers)						k.
(2024)	Issue: School ar	nd Com	munity I	Resourc	es		

Previous Item	2026 Item D. A.	/R+
N/A	16. How well has your education and professional training prepared you to teach students with the following attributes? Select one answer choice on each row.	
	Not well at all A little Somewhat Quite a bit Extremely well	was
	a. Students with special needs	added to
	b. English learners (ELs)	measure
	c. Gifted and talented students	the
(2024)		importan
	Issue: N/A	aspect of
		teacher
		preparati
		n for
		teaching
		variety o
		students

Appendix J2-10: 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 using print and digital texts.	VH855408
	I do not teach English/language arts to this class.	
	I teach all or most subjects, including English/language arts.	
	© The only subject I teach is English/language arts.	
	• We team teach, and I have primary responsibility for teaching English/language arts.	
		VH261160
2.	How many students are in this class?	V11201100
	Enter the number of students.	
3.	In a typical week, about how much time in total do you spend with this class on	VR730035
	English/language arts instruction? Language arts refers to reading, writing, literature, and related topics using print and digital texts.	
	Enter the hours and minutes and include in-class time only.	
	hours and minutes per week	
	4. To what extent have you provided instruction in the following types of text in English/language arts class so far this year?	VH855051
	Select one answer choice on each row.	

	Not at all	Small extent	Moderate extent	Large extent
v _{H855052} a. Fiction	®	®	0	0
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	0	®	0	©
c. Argumentation and persuasion	(A)	®	0	0
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	®	(8)	©	•

5. This school year, to what extent have you emphasized the following cognitive processes?

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	•	®	0	Φ	0
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	•	•	0	Φ	Φ
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	•	•	0	Φ	Θ
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	0	•	0	Θ	Θ

6. When you teach English/language arts, how often do you use the following teaching strategies?

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
VH855024					
a. I teach reading as a whole-class activity.	®	®	0	0	©
VH855025					
b. I create student groups with the same achievement level.	8	®	0	•	(E)
VH855026					
 I create student groups with mixed achievement levels. 	0	®	0	•	©
VH855027					
d. I create groups by random assignment.	8	(8)	0	•	©
VH855028					
e. I allow students to choose their own groups.	(8)	®	0	•	Œ
VH855034					
f. I use individualized instruction for reading.	@	®	0	•	©
VH855030					
 g. Students work independently on an assigned plan or goal. 	®	®	0	•	©
VH855031					
 Students work independently on a goal they choose themselves. 	®	(8)	0	®	Œ
VH855032					
 Students use self-paced reading programs or apps. 	⊗	®	0	0	©
VH855033					
j. I create opportunities for students to participate in (online or in-person) book clubs.	®	®	0	0	©
VH855029					
 k. Students collaborate with peers and experts through the Internet or other digital connections. 	®	®	0	0	©

7. When you teach English/language arts to your students, how do you use each of the following resources?

Select one answer choice on each row.

	Not used	Supplement	Basis for instruction
a. Hardback or soft cover/paperback textbooks, workbooks, or worksheets	•	(3)	0
b. Electronic textbooks, workbooks or worksheets	•	(8)	0
c. Children's books (e.g., novels, collections of stories, nonfiction, graphic novels)	•	(3)	0
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	•	(8)	©
e. Children's newspapers and/or magazines	A	®	0
f. Reading-related websites or apps	®	®	0
g. Reading-related educational games	A	®	0
h. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	•	(B)	0

VH812070

 $\textbf{8.} \ \ \text{In your fourth-grade English/language arts class this year, how often do your students do each of the following activities?}$

	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	®	®	0	0	©.
b. Build reading fluency	®	®	0	0	©.
vH812083 c. Build reading comprehension	(A)	®	0	0	©.
d. Access reading-related websites	®	®	0	0	©.
e. Conduct research for reading projects	•	®	0	0	©

9. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities?

Select one answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
VH811995	®	®	0	Φ	©
a. Summarize the passage		1000	877.00	1.50	
b. Interpret the meaning of the passage	®	(8)	0	•	©
c. Explore the motives or feelings of the characters	®	(8)	0	0	©.
d. Identify the themes of the passage	(8)	(8)	0	0	Œ
e. Analyze two or more texts on the same topic	®	®	0	0	€
f. Analyze the author's organization of information in a passage	0	©	0	©	©
g. Critique the author's craft or technique	0	®	0	0	€
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	®	©	0	©	©

VH812038

10. This school year, to what extent have you emphasized the following tasks when teaching informational and literary texts in class?

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	©	®	0	•	©
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	•	•	0	Φ	©
c. Analyze and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	©	(8)	0	Φ	©

11. Thinking about your fourth-grade English/language arts classes this year, how much emphasis did you place on teaching your students each of the following things?

Select one answer choice on each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Connect what they read to their lives	0	(8)	0	0	•
b. Think about what they already know about the topic	®	®	0	Θ	•
c. Ask questions about the topic of the text before they read	0	(8)	0	0	©
d. Reread the text when they don't understand something	(0)	(8)	0	0	©
e. Form their own opinions about the text	©	(8)	0	0	Œ
f. Use strategies to apply what they read to new situations	0	(8)	0	0	©
g. Use other words to figure out the meaning of a word	Φ	(1)	0	0	©
h. Read the text to help them answer questions	Φ	(8)	0	0	©
vr587585 i. Highlight or underline text	Φ	(1)	0	0	©
j. Take notes related to the text before, during, or after they read	®	®	0	0	©
k. Use things like pictures, videos, or links in the text to help them understand the text	®	(1)	0	Φ	Φ

		VR587564
12.	Approximately what percentage of the following types of subject area texts do your students read in your English/language arts class?	
	Note that the percentages must add up to 100.	
	Literary texts or literature \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	Social studies \(\bigcup \) \(\int \)	
	Science (including STEM)	
	Other \(\bigcup \) \(\int \) \(\int \)	
13.	Do you give your students class time to read for enjoyment?	VR587565
	® No	

٦	лD	5	o	7	5	c	Ł

14.	When you give your students class time to read for enjoyment, approximately how much time do you give?	
	Enter the total minutes given per reading session.	
	minutes	

15. How often does your school or district offer the following literacy activities to your students?

Select one answer choice on each row.

	Every year	Some years	Not offered	I don't know.
a. School reading challenges (e.g., school read-ins or reading marathons)	Φ	(B)	0	0
b. Book fairs	(A)	®	0	0
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	Φ	(8)	0	0
d. Book or reading clubs	(A)	B	0	0
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	Φ	(8)	0	0
f. Family workshops or information sessions on resources for reading	®	(8)	0	Φ
g. Summer reading lists or programs to support and maintain reading skills over the summer	®	(3)	©	©
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	•	(3)	0	Φ

VH812540

16. How well has your education and professional training prepared you to teach students with the following attributes?

	Not well at all	A little	Somewhat	Quite a bit	Extremely well
a. Students with special needs	®	®	©	0	©
b. English learners (ELs)	®	®	©	0	(E)
c. Gifted and talented students	®	®	0	0	©

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

2026 Operational Grade 8 Reading Teacher								
Previous Item	2026 Item	D/ A/R+	Rationale					
I. 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. D I do not teach English/language arts to this class. D 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.	1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. ② I do not teach English/language arts to this class. ③ I teach all or most subjects, including English/language arts. ③ The only subject I teach is English/language arts. ③ We team teach, and I have primary responsibility for teaching English/language arts.	R	The Item Stem was revised for clarity and Inline Directions inconsiste nt with					
(2024)	Issue: Teacher, Instructional, and Classroom Supports		other items were removed.					
3. In a typical week, about how much time in total do you spend with one of your cighth-grade English/language arts classes? Enter the hours and minutes. hours and minutes per week	8. 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 include in-class time only.	R	This Item was revised for clarity.					
(2024)	Issue: Teacher, Instructional, and Classroom Supports							
4. Which best describes how English/language arts instruction is organized for cighth-grade students at this school? Select one circle. © English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects. © Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject. © English/language arts lessons are primarily integrated with instruction in other subjects.	3. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? © 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.	R	Inline Directions inconsiste nt with other items were					
(2024)	Issue: Teacher, Instructional, and Classroom Supports		removed.					

2026 Operational Grade 8 Reading Teacher		
Previous Item 2026 Item	D/ A/R+	Rationale
a. Fiction	R **XTERIT ** ** ** ** ** ** ** ** ** **	For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. The Item stem and subitem b were revised for clarity, and subitem d was developed to measure content aligned with the new Reading framewor

revious Itei	m						2026 Item						D/ A/R+	Rationale
a. Summarize the passage b. Interpret the meaning of the passage c. Question the motives or feelings of the bassage c. Augustion the motives of the passage of the characters d. Identify the themes of the passage e. Analyze two or more texts on the same topic information in a passage g. Critique the author's organization of rinformation in a passage g. Critique the author's craft or technique	article, or oth to the followin Never or hardly ever	er passage wig? Select one Once in a while	th your student circle in each : Sometimes C C C C C C C C C C C C C	Us, how often row. Often D D D D D	do you Always or almost always	VHENENH VHE	10. When reading a story, your students to do the Select one answer choice of the Dansage of the Characters will be selected of the Characters will be selected on the same topic of the Characters or Selected on the same topic of the Selected of Selected on Selec	© Company activities of the company activiti	Once in a while	Sometimes © © © © © © © ©	Often	Always or almost always	A/R+	For 2026, we have aligned Inline Direction in Teacher and School Items with the Direction currently used in Student Items. The Item stem and subitem of were revised for clarity and substantial for the stem and substanti
														subitem was develope to measure content aligned with the new Reading framewo k.

Previous Ite	m						2026 Item						D/ A/R+	Rationale
													R	For 2026,
														we have
 In your eighth-grade I do each of the following 	english/langua ng? Select one	age arts class t e circle in each	his year, how o	often do your	students	VH547867	 In your eighth-grade Er each of the following a Select one answer choi 	ctivities?	rts class this year, ho	ow often do your st	udents do	8		aligned
	Never	About once or twice a	or twice a	or twice a	Every day o	r	Select one answer choi	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		Inline
a. Build and practice vocabulary	6	year	month ©	week	every day	VHS47868	a. Build and practice vocabulary	•	0	0	0	Ф		Directions
b. Build reading fluency c. Build reading	0	0	0	0	(D)	VH617114 VH617116	b. Build reading fluency VISILES IS C. Build reading comprehension	0	0	0	0	Φ		in Teache
d. Access reading-related	0	0	0	0	© ©	VHS47871	d. Access reading-related websites	0	0	0	Φ	Φ		and
e. Conduct research for	0	•	0	9	Φ	VHS47872	e. Conduct research for reading projects	•	0	0	0	0		School
projects	₩						f. Read something they have chosen themselves	0	Φ	0	Ф	Ф		
							g. Work in pairs or small groups to talk about something they have read	0	•	0	0	Φ		Items with
														the
														Directions
														currently
														used in
2024)							Issue: Teache	r. Inst	ruction	al. and	Classro	om		Student
,2024)							Supports	,		,				Items.
							3.pp3.33							The Item
														stem and
														subitem e
														were
														revised fo
														clarity,
														and
														subitems
														and g
														were
														developed
														to
														measure
														content
														aligned
														with the
														new
														Reading
														_
														framework.

Previous Item	2026 Item	D/ A/R+	Rationale
	This school year, to what extent have you emphasized the following cognitive processes? Select one answer choice on each row.	А	This Item
N/A	No emphasis Very little emphasis Quite a hit of emphasis a. Lecate and recall (e.g., identify main ideas or focus on specific elements of a stroy) © © © ©	A lot of emphasis	was developed
	eiemens of a kroy) vasses b. Integrate and interpret (e.g., make comparisons, explain	Φ	to measure
	c. Analyze and evaluate (e.g., evaluate text content critically to the content critical cr	Φ	content aligned
	d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	Φ	with the
			new Reading framewor
(2024)	Issue: Teacher, Instructional, and Classro	om	k.
	Supports		

Previous Iten	n						2026 Item						D/ A/R+	Rationale
													R	For 2026,
						VH334360				1 (1)	Visit	0023		we have
8. When you teach Engli Select one circle in each		rts, how ofter	do you use the	e following s	rategies?	VH3,4360	6. When you teach Englis strategies? Select one answer choi		ow often do you use	the following teac	hing			aligned
	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost		VH4440024	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always		Inline
I teach reading as a whole-class activity.	0	®	0	0	always	VH334361	a. I teach reading as a whole-class activity.	⊗	0	0	Φ	Φ		Direction
b. I create student groups with the same	0	®	0	0	Φ	VH334362	b. I create student groups with the same achievement level.	⊗	Φ	0	0	Φ		in Teach
achievement level. c. I create student groups with different	8	®	0	0	0	VHS48665	c. I create student groups with mixed achievement levels.	•	0	0	0	Φ		and
d. I create groups by random assignment.	8	®	0	0	Θ	VH334363	d. I create groups by random assignment. VHSSSOZE c. I allow students to choose their	© ©	Φ Φ	9		Φ		School
e. I allow students to choose their own groups.	0	®	0	0	Ф	VH334368	own groups. VIBSSOLUTE f. I use individualized instruction for reading.	•	•	0	•	•		Items wi
f. I use differentiated instruction for reading (i.e., instruction							g. Students work independently on an assigned plan or goal.	•	0	0	0	0		the
tailored to student ability and learning style).	0	®	0	0	Ф	VHS62894	h. Students work independently on a goal they choose themselves.	®	Ф	0	0	Ф		Direction
g. I ask students to work independently on an assignment or task.	0	•	0	Φ	0	VHS48666	i. Students use self-paced reading programs or apps.	0	Φ	9	θ	Φ		currently
h. I ask students to work independently on a task they choose	0	Φ	0	0	Φ	VHS48667	j. I create opportunities for students to participate in (online or in-person) book clubs.	•	•	0	•	Φ		used in
themselves. i. Other strategies					Φ	VH562900	k. Students collaborate with peers and experts through the Internet or other digital	•	•	0	Φ	Φ		Student
(Please specify):	0	•	0	Φ.		VHSt2500	connections.							Items.
														Subitems
														c, f, g, an
2024)							Issue: Teache	r, Inst	ruction	al, and	Class	room		h were
•							Supports							revised f
														clarity,
														and

	subitems
	i, j, and k
	were
	developed
	to
	measure
	content
	aligned
	with the
	new
	Reading
	framewor
	k.

		20.	20 Op	zı al	ional Grade 8 Re	auiiig	i caciiei			
Previous Item					2026 Item				D/ A/R+	Rationale
When you teach English/language following resources? Select one cir	rcle in each row.			VH334484	7. When you teach English/language arts t following resourcesi Select one answer choice on each row.			Valetions	R	For 2026, we have aligned
a. Hardback textbooks, workbooks,	Not used	Supplement	Basis for instruction	\perp	a. Hardback or soft cover/paperback textbooks,	Not used	Supplement	Basis for instruction		Inline
or worksheets b. Electronic textbooks	®	0	0	VH334485	workbooks, or worksheets					Direction
c. A variety of books (e.g., novels, collections of stories, nonfiction)	<u> </u>	0	0	VH262702	b. Electronic textbooks, workbooks or worksheets	•	Φ	0		in Teache
d. Materials from different curricular areas	®	(3)	0	VH334498	c. Books (e.g., novels, collections of stories, nonfiction, graphic novels)	•	Ф	0		
e. Newspapers and/or magazines f. Reading-related websites or apps	®	0	0 0	VH262705 VH334495	d. Materials from different subject areas (e.g., articles from science, passages from history,	•	Φ	0		and
g. Reading-related educational games	®	®	0	VH334491	etc.) viiissoos e. Newspapers and/or magazines	•	Φ	0		School
					f. Reading-related websites or apps	•	Φ	0		Items wi
					g. Reading-related educational games VIRESSORS h. Multimedia or non-print texts (e.g., texts	Φ	0	0		the
										Direction currently
2024)										used in
2024)					Issue: Teacher, Inst	ructiona	l, and Clas	ssroom		Student
					Supports					
					Supports					Items.
										Subitems
										a, b, c,
										and d
										were
										revised f
										clarity ar
										subitem
										was .
										develope
										to
										measure

	content
	aligned
	with the
	new
	Reading
	framewor
	k.

revious Ite	m						2026 Item					D/	Rationa
											A/R+	For 2026	
This school year, to who processes when teaching each row.	hat extent has ng informatio	ve you emphas onal and literar	sized the follow ry texts in clas	wing cognitive s? Select one c	ircle in	VH261255	11. This school year, to what extent h teaching informational and literar Select one answer choice on each	texts in class?	the following tasks	when	0		we have aligned
	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		No emp	Very litt emphasi	Some emph	Sis Quite a bit of emphasis	A lot of emphasis		Inline
Locate and recall (e.g., identify main ideas or focus on specific	0	•	9	Φ	Φ	/H261256	a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	•	0	Ф	0		Directio
Integrate and interpret (e.g., make comparisons, explain character motivation,	•		Θ	0	Φ	/H261257	b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	0	Φ	Φ		in Teach
or examine relations of ideas across the text) Critique and evaluate							c. Analyze and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	(1)	0	Φ	Φ		School
(e.g., evaluate text critically from many perspectives or evaluate overall text quality)	•	•	0	Φ	0	/H261258							Items w
													Directio current
224)							Issue: Cognition	nd Mat	acogni	ion			used in
024)							Issue: Cognition a	nd Met	acogni	ion			Items. T
024)							Issue: Cognition a	nd Met	acogni	ion			Student Items. T Item ste and
024)							Issue: Cognition a	nd Met	acogni	ion			Student Items. T Item ste and
024)							Issue: Cognition a	nd Met	acogni	ion			Student Items. T Item ste and subitem were revised
Suppose your student	s did very we	ell on their las	tt English/langs	guage arts tests; is situation?	How elect one	VIDCOS	Issue: Cognition a	nd Met	acogni	ion		D	Student Items. 1 Item ste and subitem were revised clarity.
	Not at all	lowing explan	Somewhat	is situation? S	Extremel			nd Met	acogni	ion		D	Student Items. T Item ste and subitem were revised clarity. This Item was
Suppose your student likely do you think ea circle in each row.	ich of the fol	lowing explan	ations is in th	guage arts test. is situation? S	elect one		Issue: Cognition a	nd Met	acogni	ion		D	Student Items. T Item ste and subitem were revised clarity. This Item was dropped
Suppose your student likely do you think er circle in each row. My students did well because they studied and were prepared.	Not at all likely	Not likely	Somewhat likely	Quite likel	Extremel likely	y		nd Met	acogni	ion		D	Student Items. T Item ster and subitem were revised clarity. This Item was dropped to reduce
Suppose your student likely do you think er circle in each row. My students did well because they studied and were prepared. My students did well because they put in a lot of effort. My students did well because they always do well on tests.	Not at all likely	Not likely	Somewhat likely	Quite likel	Extremel likely	VH263968		nd Met	acogni	ion		D	Student Items. T Item ste and subitem were revised clarity. This Item was dropped to reduce question
Suppose your student likely do you think e circle in each row. My students did well because they studied and were prepared. My students did well because they put in a lot of effort. My students did well because they always do well on tests. My students did well because I taught the concepts well.	Not at all likely	Not likely	Somewhat likely	d Quite likel	y Extremel likely ©	VH263968		nd Met	acogni	ion		D	Student Items. T Item ster and subitem were revised clarity. This Item was dropped to reduce
irrcle in each row. My students did well because they studied and were prepared. My students did well because they put in a lot of effort. My students did well because they always do well on tests. My students did well because I taught the	Not at all likely	Not likely	Somewhat likely	Quite likel	y Extremel likely ©	V VH2A2949 VH2A2949 VH2A2950		nd Met	acogni	ion		D	Student Items. T Item ster and subitem were revised clarity. This Item was dropped to reduce question aire

(2024)		
(2024)		

Previous Item						2026 Item							Rationale
12. In your view, to what extent do the following limit how you teach this class? Select one circle in each row. Not applicable						N/A							This Item was dropped to reduce questionraire length.
N/A						12. Thinking about your ci	ghth-grade English	/language arts clas	ses this year, how i	nuch VESETS61	,	А	This item
11/7						emphasis did you place Select one answer choice	on teaching your	students each of th	e following things?				develope
						VESETSED	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis		to
						a. Connect what they read to their lives	Φ	Φ	0	Φ	Ф		measure
						b. Think about what they already know about the topic	Φ	0	0	•	Ф		content
						c. Ask questions about the topic of the text before they read	Φ	Φ	0	0	Φ		aligned
						d. Reread the text when they don't understand something	Φ.	0	0	0	Φ		_
					- 1	VESETS 02				Φ	Φ	1	with the
						e. Form their own opinions about the text	•	0	0	Ψ			With the
						e. Form their own opinions about	•	®	0	•	Φ		new
						e. Form their own opinions about the text VESSTEE f. Apply what they read to new							new
						e. Form their own opinions about the text f. Apply what they read to new situations g. Use other words to figure out	ΦΦΦ	Ф Ф	0	•	Ф Ф		new Reading
						e. Form their own opinions about the text 1. Apply what they read to new situations 2. Use other words to figure out the meaning of a word the meaning of a word the meaning of a word nanwer questions 2. Highlight or underline text.	ΦΦΦ	ΦΦΦ	0 0	(a)(b)(c)(d)(d)(d)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)<l< td=""><td>Ф Ф</td><td></td><td>new Reading framewo</td></l<>	Ф Ф		new Reading framewo
						e. Form their own opinions about the text f. Apply what they read to new situations g. Use other words to figure out the meaning of a word h. Read the text to help them answer questions yassing	ΦΦΦ	Ф Ф	0	•	Ф Ф		

2026 Operational Grade 8 Reading Teacher									
Previous Item	2026 Item	D/ A/R+	Rationale						
N/A		A	This item was developed to						

(2024)	13. Approximately what percentage of the following types of subject area texts do your students read in your English/language arts class? Note that the percentages must add up to 100. Literary texts or literature % Social studies % Science (including STEM) % Other % Issue: Cognition and Metacognition		measure content aligned with the new Reading framewor k.
N/A	14. Do you give your students class time to read for enjoyment? ① Yes ① No	A	This Item was developed to measure
(2024)	Issue: Engagement and Motivation		content aligned with the new Reading framewor k.
N/A	15. When you give your students class time to read for enjoyment, approximately how much time do you give? Enter the total minutes given per reading session.	A	This Item was developed to measure content
(2024)	Issue: Engagement and Motivation		aligned with the new Reading framewor k.

Previous Item	2026 Item D/ A/R+	Rationale
N/A	1.6. How often does your school or district offer the following literacy activities to your students? Select one answer choice on each row. Variable Every year Some years Not offered I don't know.	This item was developed to measure content aligned with the new
(2024)	support and maintain reading skills	Reading framewor k.
N/A	17. How well has your education and professional training prepared you to teach students with the following attributes: Select one answer choice on each row. Not well at all A little Somewhat Quite a bit Extremely well	This Item was added to measure the important
(2024)	Issue: N/A	aspect of teacher preparatio n for teaching a variety of students.

Appendix J2-12: Operational Grade 8 (Reading)

1.	. Which best describes your role in teaching English/language arts to this class? Languarts refers to reading, writing, literature, and related topics using print and digital teaching.	
	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.
	How many students are in this class? Enter the number of students.	VH261160
3.	 Which best describes how English/language arts instruction is organized for eighth-grant students at this school? English/language arts is taught primarily as a discrete subject with little or no 	vH334381

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.

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

Select one answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent
v _{H855052} a. Fiction	®	®	0	0
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	•	®	0	(1)
c. Argumentation and persuasion	®	®	0	0
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	®	(8)	©	•

VH855051

5. This school year, to what extent have you emphasized the following cognitive processes?

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	•	®	0	Φ	0
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	•	•	0	Φ	Φ
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	•	•	0	Φ	Θ
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	0	•	0	Θ	Θ

 $\textbf{6.} \ \ \textbf{When you teach English/language arts, how often do you use the following teaching strategies?}$

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
VH855024					
a. I teach reading as a whole-class activity.	0	®	0	0	©
VH855025					
b. I create student groups with the same achievement level.	8	®	0	•	©
VH855026					
 I create student groups with mixed achievement levels. 	(8)	®	0	0	©
VH855027					
d. I create groups by random assignment.	8	®	0	0	©
VH855028					
e. I allow students to choose their own groups.	(8)	®	0	(1)	©
VH855034					
f. I use individualized instruction for reading.	®	®	0	•	(D)
VH855030					
 g. Students work independently on an assigned plan or goal. 	®	®	0	•	©
VH855031					
h. Students work independently on a goal they choose themselves.	•	®	0	0	©
VH855032					
 Students use self-paced reading programs or apps. 	(3)	®	0	0	©
VH855033					
 J. I create opportunities for students to participate in (online or in-person) book clubs. 	0	®	0	0	©
VH855029					
 k. Students collaborate with peers and experts through the Internet or other digital connections. 	•	(1)	0	0	©

 $\begin{tabular}{ll} {\bf 7.} & When you teach English/language arts to your students, how do you use each of the following resources? \end{tabular}$

	Not used	Supplement	Basis for instruction
a. Hardback or soft cover/paperback textbooks, workbooks, or worksheets	0	(3)	0
b. Electronic textbooks, workbooks or worksheets	®	(3)	©
c. Books (e.g., novels, collections of stories, nonfiction, graphic novels)	®	(3)	©
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	•	(3)	©
v _{H855096} e. Newspapers and/or magazines	®	(8)	0
f. Reading-related websites or apps	0	(8)	0
g. Reading-related educational games	®	(8)	0
h. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	®	(3)	©

In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes?	VH858423
Enter the hours and minutes and include in-class time only.	
hours and minutes per week	

9. In your eighth-grade English/language arts class this year, how often do your students do each of the following activities?

Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Build and practice vocabulary	®	8	0	0	©.
b. Build reading fluency	(A)	®	0	0	(1)
c. Build reading comprehension	(A)	®	0	0	©
d. Access reading-related websites	(A)	8	0	0	©
e. Conduct research for reading projects	®	®	0	0	©
f. Read something they have chosen themselves	<u> </u>	®	0	0	©.
g. Work in pairs or small groups to talk about something they have read	®	®	0	0	Θ

VH811986

10. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities?

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. Summarize the passage	®	®	0	0	©
b. Interpret the meaning of the passage	®	®	0	0	©
c. Explore the motives or feelings of the characters	0	(8)	0	0	(2)
d. Identify the themes of the passage	®	(8)	0	0	(2)
e. Analyze two or more texts on the same topic	®	®	0	0	(E)
f. Analyze the author's organization of information in a passage	Φ	©	0	Φ	©.
g. Critique the author's craft or technique	®	®	0	0	©.
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	Φ	(3)	0	Φ	©

11. This school year, to what extent have you emphasized the following tasks when teaching informational and literary texts in class?

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	0	®	0	Φ	•
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	©	0	Θ	Θ
c. Analyze and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	0	®	0	Φ	Φ

VR587563

12. Thinking about your eighth-grade English/language arts classes this year, how much emphasis did you place on teaching your students each of the following things?

Select **one** answer choice on each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Connect what they read to their lives	0	(1)	0	Ф	©
b. Think about what they already know about the topic	0	(8)	0	0	©
c. Ask questions about the topic of the text before they read	•	(1)	0	0	©
d. Reread the text when they don't understand something	0	(8)	0	0	©
e. Form their own opinions about the text	0	(1)	0	0	©
f. Apply what they read to new situations	0	(8)	0	Φ	©
g. Use other words to figure out the meaning of a word	((1)	0	0	©.
h. Read the text to help them answer questions	((1)	0	0	©.
i. Highlight or underline text	Φ	(1)	0	Ф	©
j. Take notes related to the text before, during, or after they read	0	(8)	0	0	•
k. Use things like pictures, videos, or links in the text to help them understand the text	0	(3)	0	Φ	•

13. Approximately what percentage of the following types of subject area texts do your students read in your English/language arts class?

Note that the percentages must add up to 100.

Literary texts or literature \(\bigcup \) \(\bigcup \) \(\text{Social studies} \(\bigcup \) \(\bigcup \) \(\text{Social STEM} \) \(\bigcup \) \(\bigcup \) \(\text{Other} \) \(\bigcup \) \(\bigcup \) \(\text{Other} \) \(\bigcup \) \(\text{Social STEM} \) \(\text{So

W	D4	58	7	5	Ç.	5

14.	Do you give your students class time to read for enjoyment?	
	Yes	
	® No	
		VR587566
15.	When you give your students class time to read for enjoyment, approximately how much time do you give?	
	Enter the total minutes given per reading session.	
	minutes	
	16. How often does your school or district offer the following literacy activities to your students?	VR587567
	Select one answer choice on each row.	

	Every year	Some years	Not offered	I don't know.
a. School reading challenges (e.g., school read-ins or reading marathons)	(A)	(8)	0	Φ
b. Book fairs	(A)	®	0	Φ
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	®	(3)	0	Φ
d. Book or reading clubs	(8)	(8)	0	0
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	®	®	0	Φ
f. Family workshops or information sessions on resources for reading	(A)	(8)	0	Φ
g. Summer reading lists or programs to support and maintain reading skills over the summer	®	©	0	Φ
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	®	(3)	0	Φ

17. How well has your education and professional training prepared you to teach students with the following attributes?

	Not well at all	A little	Somewhat	Quite a bit	Extremely well
a. Students with special needs	®	®	0	0	©
b. English learners (ELs)	(8)	®	0	0	©
v _{H812553} c. Gifted and talented students	<u> </u>	®	0	0	©.

Appendix J2-13: Summary of Changes Operational Grade 8 (Social Studies)

2026 Operation	nal Grade 8 Social Studies Teacher		
Previous Item	2026 Item	D/ A/R+	Rationale
I. 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. (2022)	1. Which best describes your role in teaching social studies to this class? Select one or more answer choices. © 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. Issue: Resources for Learning and Instruction	R	For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items.
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%	5. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Select one answer choice on each row. None 1-10% 11-40% 41-60% 61-90% More than	R	For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items.

revious Itei	m						2026 Item						D/ A/R+	Rationale
During this school ye instruction with this	ar, how often class? Select (do you do the	following as p	part of social s	tudies	VII493502	During this school year, instruction with this clas Select one answer choice	ssî	u do the following a	is part of social stud	lies VH855X	2	R	For 2026, we have aligned
	Never	About once or twice a	About once or twice a	About once or twice a	Every day o	or		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		Inline
a. Have students read		year	month	week	every day	+	a. Have students read material from a social studies textbook	0	Ф	0	0	Ф		Direction
material from a social studies textbook b. Have students read	0	(5)	0	Ф	•	VH493504	b. Have students read extra material about social studies not in the regular textbook (e.g.,	•	•	0	•	Φ		in Teache
extra material about social studies not in the regular textbook	0	(1)	0	Φ	©	VH493506	newspapers, magazines, or online sources) VH893599							and
(e.g., newspapers, magazines, or online sources)							c. Have students conduct research about social studies topics (e.g., online, in a library, or through interviews)	•	0	0	•	Φ		School
. Have students conduct research about social studies topics (e.g.,	0	0	0	Φ	Ф	VH493509	d. Have students use primary sources (e.g., letters, diaries,	®	•	0	9	Ф		Items wi
online, in a library, or through interviews)							photographs, films, or essays written by people from the past)							the
primary sources (e.g., letters, diaries, photographs, films, or	®	(5)	0	Ф	(D	VH493512								Direction
essays written by people from the past)														currently
														used in
														i lisea in
2022)							Issue: Organiz	ation	of Instr	uction				Student
2022)							Issue: Organiz	ation	of Instr	ruction				
2022)							Issue: Organiz	ation	of Instr	ruction			R	Student
2022)													R	Student Items.
7. During this school yea					as part	VH400515	Issue: Organiz 7. During this school year social studies instruction select one answer.	so far, how ofte n with this clas	n have you done ea		as part of	MINO	R	Student Items. For 2026
· · · · · · · · · · · · · · · · · · ·			t one circle in Two or	each row.	More than	VH400515	During this school year social studies instructio	so far, how ofte n with this clas	n have you done ea		as part of visa part of Four or five times	More than five times	R	Student Items. For 2026 we have
During this school yee of social studies instru Had students give class presentations on social	ction with th	is class? Selec	t one circle in	each row.		V9460515	7. During this school year social studies instruction of the school of t	so far, how ofter n with this clas e on each row.	n have you done ea	ch of the following		More than five times	R	Student Items. For 2026 we have aligned Inline
7. During this school yecof social studies instru Had students give class presentations on social studies topics Had students write Had students write	Never	is class? Selec	Two or three times	Four or five times	More than five times	V94403515	7. During this school year social studies instruction of the control of the contr	so far, how often with this class e on each row. Never	n have you done ea	Two or three times	Four or five times	Φ	R	Student Items. For 2026 we have aligned Inline Direction
7. During this school yee of social studies instru Had students give class presentations on social studies topics. Had students write about their opinion on a problem or issue (e.g., in a lettre, e-mail,	Never	is class? Selec	Two or three times	Four or five times	More than five times	VH469515 VH469518 VH469518	7. During this school year social studies instruction of the school of t	so far, how ofter n with this clas e on each row. Never	n have you done ea	ch of the following Two or three times	Four or five times		R	Student Items. For 2026 we have aligned Inline Direction in Teache
7. During this school yec of social studies instru 1. Had students give class presentations on social studies topics 1. Had students write about their opinion on a problem or issue (c.g., in a letter, e-mail, or blog post) 2. Had students take part in debates op panel	Never	Once	Two or three times	each row. Four or five times	More than five times	V94405515 V94405518 V94405523	7. During this school year social studies instruction Select one answer choic Select one answer choic selection and selection and selection as a Had students give class presentations on social studies topics with the selection of selection of selection on a problem or issue (e.g., in a letter, e-mail, or blog poot).	so far, how often with this class e on each row. Never	n have you done ea	Two or three times	Four or five times	Φ	R	For 2026 we have aligned Inline Direction in Teacher and
7. During this school ye, of social studies instru Had students give class presentations on social studies topics. Had students write about their opinion on a problem or issue (e.g., in a lettre, e-mail, or blog post) Had students take part in debates or panel discussions Had students take part in role-playing, mock	Never	Once	Two or three times	each row. Four or five times	More than five times	VH493515 VH493518 VH493523 VH493524	7. During this school year social studies instruction Select one answer choice at the selection of the selec	so far, how often with this class e on each row. Never	n have you done ca	ch of the following Two or three times	Four or five times	0	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School
7. During this school yec of social studies instru 1. Had students give class presentations on social studies topics 1. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post) 1. Had students take part in debates or panel discussions	Never	Once	Two or three times	Four or five times	More than five times	VH6955	7. During this school year social studies instruction Select one answer choice of the selection of the selection of the selection on social studies presentations on social studies reprice. The selection of the	so far, how often with this class e on each row. Never	n have you done ea	Two or three times	Four or five times	0	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items win
7. During this school ye, of social studies instru- Mad students give class presentations on social studies topics Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail or blog post) Had students take part in debates or panel discussions Had students take part in role-playing, mock trials, or drams about trials, or drams about	Never	Once	Two or three times	each row. Four or five times	More than five times	VM6013	7. During this school year social studies instruction Select one answer choice of the selection of the selection of the selection on social studies presentations on social studies reprice. The selection of the	so far, how often with this class e on each row. Never	n have you done ea	Two or three times	Four or five times	0	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items withe
7. During this school ye, of social studies instru- Mad students give class presentations on social studies topics. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail of both post of both post). Had students take part in debates or panel discussions. Had students take part in role-playing, mock trials, or drams about	Never	Once	Two or three times	each row. Four or five times	More than five times	VH6933	7. During this school year social studies instruction Select one answer choice of the selection of the selection of the selection on social studies presentations on social studies reprice. The selection of the	so far, how often with this class e on each row. Never	n have you done ea	Two or three times	Four or five times	0	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items wi the Direction
7. During this school yee of social studies instru Had students give class presentations on social studies topics. Had students write about their opinion on a problem or issue (e.g., in a lettre, e-mail, or blog post) Had students take part in debates or panel discussions Had students take part in role-playing, mock trials, or dramas about social studies topics	Never	Once	Two or three times	each row. Four or five times	More than five times	VH693.6 VH693.31 VH693.31 VH693.33 VH693.33	7. During this school year social studies instruction Select one answer choice of the selection of the selection of the selection on social studies presentations on social studies reprice. The selection of the	so far, how often with this class e on each row. Never	n have you done ea	Two or three times	Four or five times	0	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items wi the Direction currently
7. During this school yee of social studies instru Had students give class presentations on social studies topics. Had students write about their opinion on a problem or issue (e.g., in a lettre, e-mail, or blog post) Had students take part in debates or panel discussions Had students take part in role-playing, mock trials, or dramas about social studies topics	Never	Once	Two or three times	each row. Four or five times	More than five times	VIMES 15 YHERSES 2 YHERSES 2 YHERSES 2 YHERSES 3	7. During this school year social studies instruction Select one answer choice. a. Head students give class properties to presentations on social studies topics views. b. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog poot) C. Had students take part in debates or panel discussions. d. Had students take part in role-playing, mock trials, or dramas about social studies topics	so far, how often a with this class on each row. Never	n have you done ea	ch of the following Two or three times	Four or five times	0	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items wi the Direction currently used in
of social studies instru 1. Had students give class presentations on social studies topics b. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post) 2. Had students take part in debates or panel discussions 1. Had students take part in role-playing, mock	Never	Once	Two or three times	each row. Four or five times	More than five times	VH6000 VH60004	7. During this school year social studies instruction Select one answer choice of the selection of the selection of the selection on social studies presentations on social studies reprice. The selection of the	so far, how often a with this class on each row. Never	n have you done ea	ch of the following Two or three times	Four or five times	0	R	Student Items. For 2026 we have aligned Inline Direction in Teache and School Items withe Direction currently

Previous Iter	m						2026 Item	D/ A/R+	Rationale					
8. When students in this computers or other di	gital devices t	o do the follo				VH493490	8. When students in this computers or other dig Select one answer choi	ital devices to do t	al studies, to what one following? Once in a while	extent do they use	VHH3	Always or almost always	R	For 2026, we have aligned Inline
	Never or hardly ever	Once in a while	Sometimes	Often	almost always		a. Use the Internet to look for			3	1 903 300			Directions
Use the Internet to look for evidence or sources (e.g., text documents, photographic images, or films)	•	®	Θ	Φ	Φ	VH493491	evidence or sources (e.g., text documents, photographic images, or films) b. Play games or use apps in which students play a role (e.g., an explorer, geographer, or	0	Φ	0	•	Φ		in Teache
b. Play games or use apps in which students play a role (e.g., an explorer, geographer, or historian)	0	(0	0	0	VH728046	c. Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text	Φ	Ф	0	•	Φ		and School
c. Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text and	0	®	0	Φ	Φ	VH493494	and video clips) d. Organize information about social studies topics by creating tables, charts, or graphs	•	•	0	Φ	Φ		Items with
video clips) d. Organize information about social studies topics by creating tables, charts, or	0	®	0	©	Φ	VH493496	c. Participate in online discussions about social studies on a website (e.g., in forums or social media)	۵	Ф	6	®	Φ		Directions currently
graphs e. Participate in online discussions about social studies on a website (e.g., in forums or social media)	0	®	0	0	Φ	VH493498								used in Student
(2022)							Issue: Organiz	zation o	of Instru	ıction				Items.

Previous Iter	n						2026 Item						D/	Rationale
													A/R+	
In your social studies assess student progres					ing to	VH#03539	In your social studies cl assess student progress Select one answer choic	in social studies?	r often do you use e.	ach of the following	g to Visitor		R	For 2026, we have aligned
	Never	About once	About once	About once	Every day or			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		Inline
a. Tests with	Never	or twice a year	or twice a month	or twice a week	almost every day		a. Tests with multiple-choice, true/false, or matching type	•	Φ	0	0	Φ		Direction
multiple-choice, true/false, or matching	⊗	■	0	0	Φ	VH493530	questions VH739504							2 555.51.
b. Short written responses (e.g., a	®	®			Φ	VH739504	b. Short written responses (e.g., a paragraph or less)	•	0	0	0	Φ		in Teache
paragraph or less) c. Long written responses	Ψ.	9		<u> </u>	9		c. Long written responses (e.g., several paragraphs)	0	Ф	0	0	Φ		and
(e.g., several paragraphs)	⊗	⊕	0	0	Θ	VH493540	 d. Responses to questions based on information from several sources (e.g., letters, cartoons, 	•	Φ	0	0	Φ		School
d. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)		ூ	0	Φ	Θ	VH493541	or maps) vihelista c. Computer-based or online assessments	٥	Φ	Φ	•	Ф		Items wit
c. Computer-based or online assessments	®	®	0	Φ	Φ	VH493544								the
														Direction
														currently
														used in
2022)								42	- £ l Ł					Student
							Issue: Organiz	zaπon	of instr	ucπon				
														Items.
													R	For 2026,
														we have

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 | Always or almost student's current level of performance with them | Description | D

(2022)

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 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	Always or almost always
a. Regularly discuss each student's current level of performance with them	0	Φ	0	0	θ
b. Set goals for specific progress the student would like to make	0	0	0	0	θ
c. Discuss progress the student has made toward goals previously set	0	Φ	0	0	θ
d. Determine how to adjust your teaching strategies to meet the	•	Φ	0	0	θ

Issue: Organization of Instruction

aligned
Inline
Directions
in Teacher
and
School
Items with
the
Directions
currently
used in
Student
Items.

Previous Iter	m						:	2026 Item						D/ A/R+	Rationale
a. Political parties, elections, and voting b. Other countries' governments (c.g., their structure, how they are run, or interactions with the						VH728253 VH728261 VH728269		12. In your social studies of topics in civics and/or in Select one answer choice of the selections and working vierness. a. Political parties, elections, and working vierness to e.g., their structure, how they are run, or interactions with the United States)	United States gove the 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	R	For 2026 we have aligned Inline Direction in Teache
c. International organizations (e.g., the United Nations, World Bank, or World Health Organization)	•	⊕	0	Ф	Ф	VH728260		the United Nations, World Bank, or World Health Organization) VIETALIST d. Current political and social issues	© ©	•	0	0	Φ		School Items wi
d. Current political and social issues	•	•	•	Φ	•	VH728257		Issue: Organiz	ation o	of Instru	uction				the Direction currently used in Student Items.

Previous Iten	n						2026 Item					D/ A/R+	Rationale
In your social studies of your students each of the students are the students are the students.	class this sch	ool year, how § Select one c	much have yo ircle in each r	ou emphasized	teaching	VH403643	In your social studies class this school your students each of the following Select one answer choice on each row.	rear, how much have	e you emphasized t	caching VHHHMA		R	For 2026, we have aligned
a. Examining the roles	Not at all	Very little	Some	Quite a bit	A lot	\perp	Not at all	Very little	Some	Quite a bit	A lot		Inline
and functions of the three branches of the United States government	•	®	0	•	Θ	VH493645	a. Examining the roles and functions of the three branches of the United States government VILEDIAGE VILEDIAGE COLUMN 1 COLU	•	0	Φ	Φ		Directions
b. Examining the rights and responsibilities of United States citizens	•	•	0	0	Φ	VH493646	b. Examining the rights and responsibilities of United States citizens	Φ	0	60	Ф		in Teache
c. Examining how the United States influences and is influenced by events in	•	•	0	0	Φ	VH493647	c. Examining how the United States influences and is influenced by events in other countries VIERRARE	•	Θ	(0)	0		School
d. Comparing the roles and responsibilities of local, state, and	Φ	0	0	0	9	VH493648	d. Comparing the roles and responsibilities of local, state, and national governments in the United States	0	0	9	Ф		Items wit
national governments in the United States e. Examining why it is							e. Examining why it is important to pay attention to the political process and government	0	0	0	Φ		the
important to pay attention to the political process and government	•	•	Θ	0	Φ	VH493650	f. Examining why it is important for individuals to participate in the political process and government	Ф	Θ	Ф	Φ		Direction currently
f. Examining why it is important for individuals to participate in the political process and government	•	(1)	0	0	Φ	VH493651	g. Discussing the political process and government with others	•	0	@	0		used in Student
g. Discussing the political process and government with others	®	•	0	0	Θ	VH493658							Items.
2022)							Issue: Organization	of Insti	uction				
4. During the past two years, sessions and workshops, finand/or United States govern	cluding online ment? Select programs th	classes) aimed all that apply at are required	at improving y I by my schoo	our ability to to	ach civics	VIETIUS	14. During the past two years, have you a training sessions and workshops, incl ability to teach civics and/or United Select one or more answer choices. ② Yes, I have attended programs the Yes, I have attended programs the No	uding online cla tates governme at are required b	sses) aimed at nt? y my school or	improving your	vioinis	R	For 2026, we have aligned Inline Directions in Teache and
							Issue: Teacher Prep	aration	l				School Items wit

Previous Ite	m						2026 Item						D/ A/R+	Rationale
In your social studies periods of United Stat					owing	VH403550	16. In your social studies cl periods of United States Select one answer choic	history?	much have you em	aphasized the folk	wing VIBROSSO		R	For 2026 we have aligned
	Not at all	Very little	Some	Quite a bit	A lot			Not at all	Very little	Some	Quite a bit	A lot	1	Inline
a. The period before 1815 (e.g., age of exploration, colonization,	®	•	0	Φ	Φ	VH493552	a. The period before 1815 (e.g., age of exploration, colonization, settlement, or American Revolution)	•	•	Θ	Φ	Φ		Direction
settlement, or American Revolution)						$\perp \perp$	b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the	•	00	0	Φ	Φ		in Teache
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War)	۵	®	0	Ф	•	VH493553	c. 1865 to 1945 (e.g., Reconstruction, industrial							and
c. 1865 to 1945 (e.g., Reconstruction, industrial growth, United States role in							growth, United States role in world events, immigration, the Great Depression, or the First and Second World Wars)	Φ	0	0	9	Φ		School
world events, immigration, the Great Depression, or the First and Second World Wars)	@	•	0	Φ	0	VH493854	d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	Φ	Φ	0	0	Φ		Items wit
d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women's														Direction
rights movement, Vietnam War, or environmental movement)	•	•	0	Ф	•	VH493556								currently used in
														Student

Previous Ite	m						2026 Item						D/ A/R+	Rationale
17. In your social studies your students each of	the following	? Select one cir		row.	eaching	VH493578	17. In your social studies cl. your students each of th Select one answer choic	e following?	r, how much have	you emphasized t Some	eaching YILIOSTA Quite a bit	A lot	R	For 2026 we have aligned
a. Examining the causes	Not at all	Very little	Some	Quite a bit	A lot		a. Examining the causes and							Inline
and effects of important events in United States history	•	ⅎ	0	Ф	Θ	VH493580	effects of important events in United States history	0	Φ	0	0	Φ		Direction
b. Examining how time periods in United States history are similar or different	®	0	0	Φ	Φ	VH493582	b. Examining how time periods in United States history are similar or different VHERDALSSES c. Judging whether information	•	•	0	Φ	Ф.		in Teach
c. Judging whether information from a source (e.g., text, visual graphics, video, or audio) is accurate	•	⊕	0	Ф	Ф	VH493583	from a source (e.g., text, visual graphics, video, or audio) is accurate d. Analyzing the relationship	0	0	0	0	θ		and School
d. Analyzing the relationship between two historical events	۵	®	0	Φ	Φ	VH493587	between two historical events VINERALES e. Comparing and evaluating different points of view about the past (e.g., different ideas	•	•	0	Φ	Φ		Items wit
e. Comparing and evaluating different points of view about the past (e.g., different ideas about what caused the Civil War)	®	0	0	Φ	Φ	VH493589	about what caused the Civil War) F. Coming up with research questions about why or how something happened in the past (e.g., what were the causes of	•	•	©	Φ	Φ		the Direction
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)	⊗	0	0	0	Θ	VH493590	the Great Depression) Training and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy)	0	Φ	Φ	Φ	Φ		currently used in
g. Taking and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy)	®	•	0	0	Ф	VH493591								Student Items.

revious Iter	n						2026 Item						D/ A/R+	Rationale
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. ② Yes, I have attended programs that are required by my school or district. ③ Yes, I have attended programs that are not required by my school or district. ③ No				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 one or more answer choices. 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					R	For 2026, we have aligned Inline Direction in Teache and				
2022)							Issue: Teache	er Prep	aration					School Items with the Direction currently used in Student Items.
						VH493813	19. Suppose your student	s did very well on t	heir last social stud	ies test. How likely	do you	1	R	For 2026 we have
Suppose your students think each of the follows:	did very well wing explana	l on their last ations is in th	social studies is situation? S	test. How like Select one circl	ly do you le in each		think each of the follo Select one answer cho	wing explanations	is in this situation					aligned
row.	Not at all	Not likely	Somewhat	Quite likely	Extremely		a. My students did well because	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely		Inline
. My students did well because they studied	likely	(B)	likely	© ©	likely	VH493814	they studied and were prepared.			0		Φ		Direction
and were prepared. My students did well because they put in a		0	0		0	VH403F15	they put in a lot of effort. VH03834 c. My students did well because	0	•	0	•	Φ		in Teach
lot of effort. My students did well						Accepted 10	they always do well on tests. VHARMATI d. My students did well because I taught the concepts well.	•	•	0	Φ	Φ		and
because they always do well on tests. My students did well	•	(1)	0	Ф	•	VHISSES	e. My students did well because they guessed well on the test.	0	•	0	Φ	Φ		School
because I taught the concepts well. My students did well	0	0	0	Φ	0	VH493817	f. My students did well because they are just good at social	0	0	0	0	Φ		Items wi
because they guessed well on the test. My students did well	•	(1)	0	Φ	0	VH493818	studies.	I		l				the
because they are just good at social studies.	Φ	Φ	0	©	0	VH493819	Issue: Teache	er Prepa	aration					Direction currently used in

Appendix J2-14: Operational Grade 8 (Social Studies)

	VH492737
1. Which best describes your role in teaching social studies to this class?	
Select one or more answer choices.	
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 govern	ment.
I have primary responsibility for teaching geography.	
I have primary responsibility for teaching United States history.	
	VH588602
2. How many students are in this class?	11130002
Enter the number of students. If you teach more than one eighth-grade social studiclass, please enter the number of students in the class you are using as the basis for	
answering this survey.	I.
3. In a typical week, about how much time in total do you spend with this class on so	ocial VH492738
studies instruction?	
hours and minutes per week	
4. Which best describes how social studies instruction in your school is organized?	VH566810
Social studies is taught primarily as a discrete subject with little or no integra with instruction in other subjects.	ition
Some social studies instruction is integrated with other subjects, and some so studies instruction is presented as a discrete subject.	ocial
© Social studies lessons are primarily integrated with instruction in other subje	cts.

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

Select one answer choice on each row.

	None	1–10%	11–40%	41-60%	61–90%	More than 90%
a. Civics and/or United States government	®	®	0	0	©	Ð
b. Geography	0	®	0	0	(E)	Ð
c. United States history	(A)	®	0	0	(E)	Ē
d. Other social studies subject (Please specify):	•	®	0	•	•	Θ

VH493502

6. During this school year, how often do you do the following as part of social studies instruction with this class?

	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	®	®	0	0	©
b. Have students read extra material about social studies not in the regular textbook (e.g., newspapers, magazines, or online sources)	•	®	0	0	•
c. Have students conduct research about social studies topics (e.g., online, in a library, or through interviews)	•	®	©	•	•
d. Have students use primary sources (e.g., letters, diaries, photographs, films, or essays written by people from the past)	•	©	0	Θ	Φ

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 answer choice on 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	•	(8)	0	Φ	©
b. Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post)	0	®	0	Φ	Θ
c. Had students take part in debates or panel discussions	®	®	©	Φ	©
d. Had students take part in role- playing, mock trials, or dramas about social studies topics	•	®	©	•	©

VH493490

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?

	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)	0	(3)	0	0	©
b. Play games or use apps in which students play a role (e.g., an explorer, geographer, or historian)	0	•	0	0	©
c. Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text and video clips)	•	•	0	0	©
d. Organize information about social studies topics by creating tables, charts, or graphs	0	•	0	0	©
e. Participate in online discussions about social studies on a website (e.g., in forums or social media)	®	•	0	Φ	©

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 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. Tests with multiple-choice, true/false, or matching type questions	(A)	©	0	Φ	Φ
b. Short written responses (e.g., a paragraph or less)	(A)	®	0	0	©
c. Long written responses (e.g., several paragraphs)	(A)	(8)	0	0	©
d. Responses to questions based on information from several sources (e.g., letters, cartoons, or maps)	®	•	0	0	©
e. Computer-based or online assessments	(A)	®	©	0	©.

VH493773

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 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	Always or almost always
a. Regularly discuss each student's current level of performance with them	0	©	0	•	©
b. Set goals for specific progress the student would like to make	0	®	0	0	©
c. Discuss progress the student has made toward goals previously set	0	®	0	0	•
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	®	(3)	©	•	•

VH566822

- $\textbf{11.} \ \ \text{Do you give instruction in civics and/or United States government to your students?}$
 - 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?

	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	®	®	0	•	©
b. Other countries' governments (e.g., their structure, how they are run, or interactions with the United States)	®	©	0	0	Θ
c. International organizations (e.g., the United Nations, World Bank, or World Health Organization)	®	©	0	Θ	©
d. Current political and social issues	®	®	0	0	©

13. In your social studies class this school year, how much have you emphasized teaching your students each of the following?

Select one answer choice on 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	③	©	0	Θ	Ф
b. Examining the rights and responsibilities of United States citizens	•	®	0	0	©
c. Examining how the United States influences and is influenced by events in other countries	•	®	©	Φ	©
d. Comparing the roles and responsibilities of local, state, and national governments in the United States	•	®	0	Θ	©
e. Examining why it is important to pay attention to the political process and government	•	(3)	©	•	©
f. Examining why it is important for individuals to participate in the political process and government	③	®	0	0	©
g. Discussing the political process and government with others	(3)	®	©	0	©

V	H	7	1	7	1	1	

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 one or more answer choices.

- ② 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

VH566823

- 15. Do you give instruction in United States history to your students?
 - A Yes
 - ® No

16. In your social studies class this year, how much have you emphasized the following periods of United States history?

	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)	0	©	0	Φ	Φ
b. 1815 to 1865 (e.g., expansion, reform, sectionalism, or the Civil War)	©	®	©	•	©
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)	©	®	©	•	©
d. 1945 to the present (e.g., the Cold War, Civil Rights movement, women's rights movement, Vietnam War, or environmental movement)	•	®	0	Φ	•

17. In your social studies class this school year, how much have you emphasized teaching your students each of the following?

Select one answer choice on 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	®	©	0	Θ	Φ
b. Examining how time periods in United States history are similar or different	(3)	(1)	0	Θ	θ
c. Judging whether information from a source (e.g., text, visual graphics, video, or audio) is accurate	((1)	0	0	Θ
d. Analyzing the relationship between two historical events	(A)	(8)	0	Φ	©
e. Comparing and evaluating different points of view about the past (e.g., different ideas about what caused the Civil War)	(b)	(3)	0	Θ	Φ
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)	®	©	0	Φ	Φ
g. Taking and defending a position about a historical issue (e.g., how changes in transportation have affected the United States economy)	((1)	0	•	Φ

VH717110

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 one or more answer choices.

- 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.
- O 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?

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely
VH493814					
a. My students did well because they studied and were prepared.	(3)	®	©	0	©
VH493815					
b. My students did well because they put in a lot of effort.	0	(8)	©	0	©
VH493816					
c. My students did well because they always do well on tests.	®	(3)	©	0	©
VH493817					
d. My students did well because I taught the concepts well.	∅	(8)	©	0	©
VH493818					
e. My students did well because they guessed well on the test.	(3)	®	©	0	©
VH493819					
f. My students did well because they are just good at social studies.	®	(8)	©	©	©

Appendix J2-15: Pilot Grade 4 (Core)

VR879404 1. What is your race and/or ethnicity? Select one or more answer choices. (B) American Indian or Alaska Native Asian @ Black or African American Hispanic or Latino Middle Eastern or North African Native Hawaiian or Pacific Islander @ White VR873793 2. You have selected American Indian or Alaska Native as your race and/or ethnicity. Provide details below (e.g., Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.). VR873792 3. You have selected Asian as your race and/or ethnicity. Provide details below and select one or more answer choices. Chinese ® Asian Indian Filipino Vietnamese (E) Korean Japanese Another group (e.g., Pakistani, Hmong, Afghan, etc.):

4.	You	a have selected Black or African American as your race and/or ethnicity.	
	Pro	vide details below and select one or more answer choices.	
	(A)	African American	
	B	Jamaican	
	0	Haitian	
	0	Nigerian	
	Œ	Ethiopian	
	Ð	Somali	
	©	Another group (e.g., Trinidadian and Tobagonian, Ghanaian, Congolese, etc.):	
		Miother group (e.g., Trinidadian and Tobagonian, Ghanaran, Congolese, etc.).	
5.	You	a have selected Hispanic or Latino as your race and/or ethnicity.	VR873790
	Pro	vide details below and select one or more answer choices.	
	(A)	Mexican	
	®	Puerto Rican	
	0	Salvadoran	
	0	Cuban	
	(E)	Dominican	
	(D)	Guatemalan	
	©	Another group (e.g., Colombian, Honduran, Spaniard, etc.):	
		~ _	
			VR873794
6.		have selected Middle Eastern or North African as your race and/or ethnicity.	
		vide details below and select one or more answer choices.	
	(A)	Lebanese	
	B	Iranian	
	0	Egyptian	
	0	Syrian	
	(E)	Iraqi	
	1	Israeli	
	©	Another group (e.g., Moroccan, Yemeni, Kurdish, etc.):	

VR873795

1.	You	have selected Native Hawaiian or Pacific Islander as your race and/or ethnicity.	
	Pro	vide details below and select one or more answer choices.	
	(A)	Native Hawaiian	
	®	Samoan	
	0	Chamorro	
	0	Tongan	
	(E)	Fijian	
	(D)	Marshallese	
	©	Another group (e.g., Chuukese, Palauan, Tahitian, etc.):	
			
			VR873789
8.		have selected White as your race and/or ethnicity.	
	Pro	vide details below and select one or more answer choices.	
	(4)	English	
	(B)	German	
	0	Irish	
	0	Italian	
	(E)	Polish	
	(D)	Scottish	
	©	Another group (e.g., French, Swedish, Norwegian, etc.):	

9.		luding student teaching, how many years have you worked as an elementary or ondary teacher, counting this year?	VH24019
	(A)	Less than 1 year	
	(B)	1–2 years	
	0	3–5 years	
	0	6-10 years	
	(11–20 years	
	(D)	21 or more years	
10.	Hav	re you been awarded tenure by the school, district, or diocese where you currently ch?	VH54739
	(A)	Yes	
	(B)	No	
	0	My school, district, or diocese does not award tenure.	
	0	My school, district, or diocese does not award tenure.	
11.	Do	My school, district, or diocese does not award tenure. you hold a regular or standard certificate that is valid in the state in which you are rently teaching?	VR60988
11.	Do	you hold a regular or standard certificate that is valid in the state in which you are	VR60988
11.	Do curi	you hold a regular or standard certificate that is valid in the state in which you are rently teaching?	VR60988
11.	Do curr	you hold a regular or standard certificate that is valid in the state in which you are rently teaching? Yes, I hold a permanent certificate. Yes, I hold a temporary certificate. (This type of certificate may require additional	VR60988
11.	Do curr (A) (B)	you hold a regular or standard certificate that is valid in the state in which you are rently teaching? Yes, I hold a permanent certificate. Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)	VR60988

12. 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, e.g., a state, district, or university alternative route to certification program.)

- @ Yes
- ® No

VH240200

- 13. 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.)

VH241753

14. Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework?

Select one answer choice on each row.

	Yes, a major	Yes, a minor or special emphasis	No
a. Reading, language arts, or literacy education	0	®	0
b. Mathematics	0	(6)	0
c. Education (including elementary or early childhood)	0	(1)	0
d. Special education (including students with disabilities)	0	•	0

VH241785

15. Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework?

	Yes, a major	Yes, a minor or special emphasis	No
a. Reading, language arts, or literacy education	0	®	0
b. Mathematics	0	®	0
c. Education (including elementary or early childhood)	0	®	0
d. Special education (including students with disabilities)	•	®	0

- 16. 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

VR585997

17. During this school year, have you received training from any source in any of the following areas?

Select one answer choice on each row.

	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No, I have not received training in this area.
a. Use of online teacher and learning resources	0	®	0
b. Use of online workspaces for sharing teaching and learning resources	0	®	0
c. Use of online technology to support remote learning	0	(6)	0
d. Use of online learning technology to support students with specific needs	0	®	0

VR585996

18. In a typical week, how often do you use digital technology to do each of the following tasks?

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. Teach classes using online classrooms	0	®	0	0	©.
b. Meet with other teachers online	0	®	0	0	©
c. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	0	•	0	0	©
d. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	0	®	0	0	©
e. Access professional development materials (e.g., videos, slide decks, or tutorials)	0	©	0	0	©.
f. Send group communications about school/class information to parents	0	©	0	0	©.
g. Provide updates to parents on individual student progress	0	®	0	Φ	©

19. Ho	w well do the computers,	tablets, and Chron	mebooks in your	school function?	VR586337		
(A)	All of the devices function	on well.					
(B)	Some of the devices func	tion well.					
0	Few of the devices functi	on well.					
0	None or almost none of t	he devices functi	on well and they	cannot be used.			
(E)	I don't know.						
	what extent is the school lass?	Internet connecti	on speed adequate	e for activities in y	VR608136		
(4)							
(B)	® Small extent						
0	© Moderate extent						
0	Large extent						
(A) (D) (D) (D) (D) (D) (D) (D) (D) (D) (D	21. To what extent is the school Internet connection reliable throughout the school day? ② Not at all ③ Small extent ② Moderate extent ③ Large extent 22. In your school, how severe is each problem? Select one answer choice on each row.						
		Not a problem	Minor problem	Moderate problem	Serious problem		
a. The so		©	(8)	0	0		
b. Classi	vH262654 rooms are overcrowded.	0	(8)	0	•		
c. Teach	ers have too many teaching	®	(8)	0	•		

repair.	9	•		
b. Classrooms are overcrowded.	0	(B)	0	Φ
c. Teachers have too many teaching hours.	0	(8)	0	•
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	0	©	0	Φ
e. Teachers do not have adequate instructional materials and supplies.	©	(1)	0	•

23. How much does each of the following statements apply to you as a teacher? 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 am satisfied with being a teacher at this school.	0	®	0	0	©
b. My work inspires me.	(8)	®	0	0	©
c. I am frustrated as a teacher at my school.	0	®	0	Φ	©
d. I am supported by the teachers at my school.	0	®	0	0	©

VH329966

24. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select one answer choice on 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
v _{H329967} a. Being intelligent	0	®	0	Θ	©
b. Putting forth a lot of effort	0	®	0	0	(Ē)
v _{H329970} c. Behaving well in class	0	®	0	0	(Ē)

VR586000

25. Thinking about teaching, do you think you would be able to do each of the following tasks?

	I definitely can't	I probably can't	I probably can	I definitely can
a. Use a variety of materials that match students' abilities (e.g., books below and above grade level)	Φ	©	0	Φ
b. Plan a variety of assignments that match students' abilities	0	®	0	0
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	0	®	0	0
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	0	(6)	0	Φ
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	Φ	(3)	0	Φ
f. Use students' data to make decisions about teaching adjustments	®	(8)	0	Φ

VR586001

26. Thinking about teaching, do you think you would be able to do each of the following tasks?

	I definitely can't	I probably can't	I probably can	I definitely can
a. Prepare lessons that involve students' use of digital technology	0	(8)	0	0
b. Prepare lessons that involve your use of digital technology	Φ	®	0	0
c. Collaborate with other teachers using shared digital resources	•	®	0	0
d. Use a spreadsheet program for keeping records or analyzing data	•	®	0	0
e. Produce presentations with simple animation functions	•	®	0	0
f. Teach students responsible use of the Internet	®	(8)	0	0

Appendix J2-16: Pilot Grade 4 (Mathematics)

1.	. Which best describes your role in teaching mathematics to this class?	VH240054
	I do not teach mathematics to this class.	
	I teach all or most subjects, including mathematics.	
	The only subject I teach is mathematics.	
	We team teach, and I have primary responsibility for teaching mathematics.	
2.	. How many students are in this class?	VH261160
	Enter the number of students.	
3.	. In a typical week, about how much time in total do you spend with this class on	VH845752
•	mathematics instruction?	
	Enter the hours and minutes and include in-class time only.	
	hours and minutes per week	
4.	Approximately how much mathematics homework do you assign to students in this class each day?	VH240058
	None	
	15 minutes	
	© 30 minutes	
	© 45 minutes	
	One hour	
	More than one hour	

	(A)	Unrestricted use					
	®	Restricted use					
	0	Calculators are not per	mitted.				
6.	Wh	at kind of calculator do	vour student	s usually use du	ring mathemat	cics lessons?	VH240060
		None	,	,,	G		
	®	Basic four-function (ad	dition, subtra	action, multiplic	cation, division)	
	0	Scientific (not graphing	g)				
	Θ	Graphing					
7	Wh	en you give students a r	nathematics	test or quiz hor	v often do thew	vee a calculate	VH240061
··		Never	nathematics	test of quiz, no	w often do they	use a carculati	011
	(B)	Sometimes					
		Always					
		12,0					
		8. In your mathematics cla digital device (excluding	ss this year, how handheld calcu	v often do your stude lators) to do each of	ents use a compute the following?	r or other	
		Select one answer choice	e 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.	Prac	tice or review mathematics	0	•	0	0	Θ
b.	Exte	vH269923 and mathematics learning	0	0	0	Φ	Ф

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Practice or review mathematics topics	0	•	0	0	θ
b. Extend mathematics learning with enrichment activities	0	•	0	0	Θ
c. Research mathematics topics on the Internet	0	•	0	Ф	Φ

 $9. \,$ In your mathematics class this year, to what extent do you use the following materials to enhance instruction?

	Not at all	Small extent	Moderate extent	Large extent
a. Textbooks (print or digital) provided by your district or school	®	(3)	0	Φ
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	@	(1)	0	0
c. Materials you have created	®	(8)	0	Ф
d. Printed workbooks	(A)	®	0	Φ
e. Physical manipulatives provided by your district or school	@	•	0	Φ
f. Physical manipulatives that you made or bought	(•	©	Φ
g. Measurement tools (e.g., ruler, protractor)	®	•	©	Ф
h. Math apps	(A)	(8)	©	0
i. Digital, board, or paper games that require players to use mathematics	@	•	0	Φ
j. Math software or programming software (e.g., Core Math Tools)	@	•	0	Φ
k. Coding software (e.g., computer programs or robotics programming)	@	•	0	Φ
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	®	•	0	0

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
VR730655					
Explain one's thinking and make connections between models and equations	Ø	•	0	0	Φ
b. Make assumptions	⊗	•	0	0	Θ
c. Make approximations	⊕	Ф	9	0	θ
d. Represent a problem situation with numbers, words, pictures, or charts	®	Ф	0	0	θ
e. Use clear and precise language to discuss problem solving and reasoning	®	Φ	0	•	Φ
f. Use arithmetic with whole numbers to represent a real-life situation	Φ	Ф	0	Φ	θ
g. Create an equation to solve a real-life problem	۵	Ф	6	0	0
h. Use data concepts to make sense of a data set	۵	•	6	0	Φ
i. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	®	Ф	0	Φ	θ
j. Create a mathematical expression for a word problem	0	Ф	0	Θ	θ
k. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure	@	Φ	0	0	θ

VH26992

11. 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 answer choice on each row.

and compare quantities

	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
VH845878					
a. Discuss each student's current level of performance with them	8	•	0	0	Φ
VH269928					- 13
b. Set goals for specific progress the student would like to make	(3)	•	0	Ф	Φ
c. Discuss progress the student has made toward goals previously set	®	0	0	0	Θ
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	®	•	0	0	Φ

12. When you teach mathematics to your fourth-grade class, to what extent do you do any of the following?

Select one answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent
VR761730				
a. Set different achievement standards for some students	⊗	•	0	0
b. Supplement the regular course curriculum with additional material for some students	0	•	0	•
c. Have some students engage in different classroom activities	®	0	0	0
d. Use a different set of methods in teaching some students	0	•	0	0
e. Pace my teaching differently for some students	•	Φ	0	0
f. Provide multiple representations of concepts and guide students to express what they know using various formats	0	Θ	0	Θ

VR587105

13. When you teach mathematics to your fourth-grade class, to what extent do you do any of the following things?

	Not at all	Small extent	Moderate extent	Large extent
a. Show students how a graph, geometric figure, or equation supports a mathematical conclusion	©	Φ	0	0
b. Make mathematical statements based on a graph, geometric figure, or equation	⊗	•	0	0
c. Have students express and defend their agreement with other students' mathematical ideas	©	•	0	0
d. Have students reject or incorporate other students' mathematical ideas	0	•	0	0

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Determine whether a mathematical statement is reasonable	0	•	0	0	Θ
b. Provide data to help justify a mathematical statement	0	•	0	0	®
c. Provide data to refute a mathematical statement that is not true	0	•	0	0	Θ
d. Use a graph, geometric figure, or equation to solve a mathematics problem	0	0	0	Θ	0
e. Draw a graph or geometric figure to describe a mathematical idea or situation	®	•	0	Θ	Θ
f. Read and understand a graph, geometric figure, or equation	⊗	•	0	9	θ

VR587099

15. Thinking about your fourth-grade mathematics class this year, how often did your students do the following activities?

	Never	In some lessons	In about half of the lessons	In more than half of the lessons	In all or almost all of the lessons
VRS87161					
a. Use patterns, tables, or graphs to support a true mathematical statement	0	•	0	6	0
VR587162				1	
b. Use existing patterns, tables, or graphs to arrive at a conclusion	0	•	0	Φ	Φ
VR587163					
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	0	•	0	Φ	0
VR587164					
d. Explain their mathematical ideas in their own words	0	0	0	0	0
VR587165					T.
e. Explain why they agree or disagree with another student's mathematical ideas	•	Φ	0	Φ	0
VR587166					
f. Adapt their mathematical ideas to another student's ideas	0	Φ	0	θ	Θ

16.	During the last two years, have you participated in professional development or professional learning activities related to mathematics?

Yes

® No

VR587102

17. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow?

	Yes	No
a. In-person and/or online courses or seminars (including seminars where you were a presenter)	0	Φ
b. Formal certification or degree program	®	•
c. Observation of classes of other teachers of mathematics	Φ	•
d. Informal discussions with other teachers of mathematics	Φ	•
vR587177 e. Participation in networks of other teachers of mathematics	Φ	•
f. Coaching for teachers of mathematics (including instances where you coached other teachers)	®	•
g. Reading professional literature or information about teaching mathematics	•	Φ

18. Consider all mathematics-related professional development or professional learning activities in which you participated during the last two years. Did these activities benefit the following aspects of your mathematics instruction?

	Yes	No
a. Knowledge and understanding of mathematical content	•	0
b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	⊗	•
c. Classroom management	Φ	•
d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	©	•
e. Digital technology skills for teaching mathematics	Φ	Φ
f. Design of student mathematics assessments	Φ	®
g. Use of student mathematics assessments to inform teaching	Φ	0

Appendix J2-17: Pilot Grade 4 (Reading)

VH855408

1		ich best describes your role in teach refers to reading, writing, literature		
	(A)	I do not teach English/language art	s to this class.	
	®	I teach all or most subjects, includi	ng English/language arts.	
	0	The only subject I teach is English/	language arts.	
	0	We team teach, and I have primary	responsibility for teachin	g English/language arts.
2. How 1	many	students are in this class?		VH261160
Enter	the n	umber of students.		
]			
				VR730035
Englis	sh/lan	week, about how much time in total guage arts instruction? Language art topics using print and digital texts.	, .	
Enter	the h	ours and minutes and include in-cla	ss time only.	
	hou	ars and minutes per week		
4		school year, has your school engaged in any of et one answer choice on each row.	the following activities?	VR802664
			Yes	No
assessm	ent dat	t month of the school year, provided reading a to teachers to identify fourth-grade students	0	(1)

	Yes	No
a. Within the first month of the school year, provided reading assessment data to teachers to identify fourth-grade students with below-grade-level reading skills	0	•
b. Administered universal reading screening assessments to identify fourth-grade students who may be at risk for reading difficulties	•	•
c. Administered progress assessments to fourth-grade students to monitor student growth in reading throughout the year	•	(6)
d. Provided supplemental support to fourth-grade students identified with below-grade-level reading skills (e.g., targeted interventions or individualized instruction)	•	(1)

5. This school year, have you engaged in any of the following activities? Select **one** answer choice on each row.

	Yes	No
a. Administered universal reading screening assessments in the school to identify students who may be at risk for reading difficulties	0	Φ
b. Used my own classroom-based assessments to monitor student growth in foundational skills (e.g., decoding, word reading, fluency)	•	•
c. Used state- or district-required assessments to monitor student growth in foundational skills	•	•
d. Received supplemental support for teaching reading to students with below-grade-level reading skills (e.g., from a reading coach or supervisor, English learner [EL] coach, professional development)	•	•

VH855051

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

	Not at all	Small extent	Moderate extent	Large extent
vh855052 a. Fiction	0	(8)	0	Ф
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	0	(6)	0	Φ
vh855056 c. Argumentation and persuasion		®	0	0
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	0	(8)	0	Φ

VR587572

7. This school year, to what extent have you emphasized the following cognitive processes?

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	0	®	0	Θ	•
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	®	0	Φ	θ
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	0	(1)	0	Φ	Φ
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	Θ	(B)	0	Φ	θ

VD80266

8. According to the information available to you, what percentage of fourth-grade students in your class this school year show the following characteristics?

Select one answer choice on each row.

	0%	1–5%	6–10%	11–25%	26–50%	51-75%	Over 75%	I do not have this information.
a. Grade-level decoding and word recognition skills	®	®	0	0	©	Θ	©	θ
b. Fluency in reading grade-level texts	(A)	®	©	Φ	©	Ð	©	⊕
c. Grade-level vocabulary knowledge	®	⑤	0	Θ	©	•	©	⊜
d. Grade-level comprehension strategies	®	(3)	0	0	©	Θ	©	⊖
vr834380 e. Ability to read grade-level materials independently	®	(8)	©	0	(E)	(-)	©	θ

VH855023

9. When you teach English/language arts, how often do you use the following teaching strategies?

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. I teach reading as a whole-class activity.	8	•	0	0	Œ
b. I create student groups with the same achievement level.	0	®	0	0	(
c. I create student groups with mixed achievement levels.	⊗	•	0	0	©
d. I create groups by random assignment.	®	®	0	Φ	©
e. I allow students to choose their own groups.	®	•	0	•	©
f. I use individualized instruction for reading.	0	®	©	0	©
g. Students work independently on an assigned plan or goal.	0	®	©	0	©
h. Students work independently on a goal they choose themselves.	0	•	0	0	Œ
i. Students use self-paced reading programs or apps.	0	•	0	0	Œ
j. I create opportunities for students to participate in (online or in-person) book clubs.	0	Φ	0	0	©
k. Students collaborate with peers and experts through the Internet or other digital connections.	Φ	Φ	©	0	©

VH855083

10. When you teach English/language arts to your students, how do you use each of the following resources?

Select one answer choice on each row.

	Not used	Supplement	Basis for instruction
a. Hardback or soft cover/paperback textbooks, workbooks, or worksheets	•	(B)	0
b. Electronic textbooks, workbooks or worksheets	•	(6)	0
c. Children's books (e.g., novels, collections of stories, nonfiction, graphic novels)	•	(6)	0
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	•	•	0
e. Children's newspapers and/or magazines	(A)	®	©
f. Reading-related websites or apps	(A)	(1)	©
g. Reading-related educational games	(A)	(8)	©
h. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	•	₿	©

VH812070

11. In your fourth-grade English/language arts class this year, how often do your students do each of the following activities?

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a. Build and practice vocabulary	(A)	®	0	0	©
b. Build reading fluency	©	®	0	0	©
c. Build reading comprehension	<u> </u>	®	0	Θ	©
d. Access reading-related websites	(A)	®	0	0	©
e. Conduct research for reading projects	0	(8)	0	0	©

VH811986

12. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities?

Select one answer choice on each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
vh811995 a. Summarize the passage	®	®	0	•	©.
b. Interpret the meaning of the passage	0	®	O	0	©
c. Explore the motives or feelings of the characters	@	(B)	0	0	©.
d. Identify the themes of the passage	®	®	0	0	©.
e. Analyze two or more texts on the same topic	0	®	0	0	©
f. Analyze the author's organization of information in a passage	0	•	0	•	©.
g. Critique the author's craft or technique	®	®	0	•	Œ
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	©	•	©	0	©.

VH812038

13. This school year, to what extent have you emphasized the following tasks when teaching informational and literary texts in class?

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	0	(8)	0	Θ	©
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	0	()	0	Φ	©
c. Analyze and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	0	(8)	0	Θ	©

14. Thinking about your fourth-grade English/language arts classes this year, how much emphasis did you place on teaching your students each of the following things?

Select one answer choice on each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis
a. Connect what they read to their lives	0	®	0	Φ	©
b. Think about what they already know about the topic	0	®	0	Θ	©
c. Ask questions about the topic of the text before they read	0	®	0	Θ	©
d. Reread the text when they don't understand something	0	®	0	Θ	©
e. Form their own opinions about the text	0	(8)	0	Φ	©
f. Use strategies to apply what they read to new situations	0	®	0	Θ	©
g. Use other words to figure out the meaning of a word	0	(8)	0	0	©
h. Read the text to help them answer questions	0	(8)	0	0	©
i. Highlight or underline text	0	(B)	0	Φ	(D)
j. Take notes related to the text before, during, or after they read	0	(8)	0	0	©
k. Use things like pictures, videos, or links in the text to help them understand the text	•	®	0	Φ	©

·	nen understand the text	
15.	Approximately what percentage of the following types of subject area texts do your students read in your English/language arts class?	VR587564
	Note that the percentages must add up to 100.	
	Literary texts or literature \(\begin{aligned} \limits \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	
16.	Do you give your students class time to read for enjoyment?	VR587565
	YesNo	

VH812540

		VR58
17.	When you give your students class time to read for enjoyment, approximately how much time do you give?	
	Enter the total minutes given per reading session.	
	minutes	
	VR587567	

18. How often does your school or district offer the following literacy activities to your students?

Select one answer choice on each row.

	Every year	Some years	Not offered	I don't know.
a. School reading challenges (e.g., school read-ins or reading marathons)	<u> </u>	(6)	0	Φ
b. Book fairs	®	(1)	0	Φ
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	®	®	0	Ф
d. Book or reading clubs	(A)	(1)	0	Φ
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	(a)	(8)	0	Φ
f. Family workshops or information sessions on resources for reading	(A)	(3)	0	Φ
g. Summer reading lists or programs to support and maintain reading skills over the summer	®	(3)	0	0
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	®	(1)	0	Ф

19. How well has your education and professional training prepared you to teach students with the following attributes?

	Not well at all	A little	Somewhat	Quite a bit	Extremely well
a. Students with special needs	®	(8)	0	0	©
b. English learners (ELs)	Ø	®	0	0	©
vh812553 c. Gifted and talented students	®	®	0	Φ	©