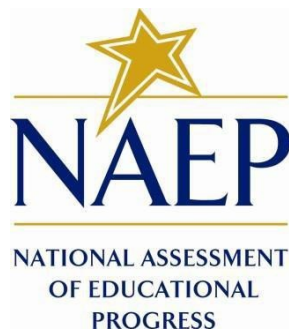


*NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL  
ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress (NAEP)2027*

*Appendix J2  
2027 Teacher Questionnaires*

*OMB# 1850-0928 v.39*



March 2026

Appendix J2 provides the grade 8 science teacher survey questionnaires that were approved and administered in 2024 (OMB# 1850-0928 v.30). The 2027 grade 8 teacher science questionnaires will be submitted in the Amendment (Summer 2026).

Please note, some of the item numbers may be missing or out of order in this appendix. These will be corrected in the platform view.

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# Draft 2027 Sample Teacher Questionnaire Login Screens

Note: the PRA statements for 2027 will be updated in the Amendment (July 2026).

**NAEP** NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## NAEPq 2026 Teacher & School Questionnaire

To support the National Center for Education Statistics (NCES) in the collection of responses to teacher and school survey questionnaires for the National Assessment of Educational Progress (NAEP) program, your first name, last name, and email address are secured in the application database and are only available to NCES and NAEP contractor staff. Your name and email address are not shared and are used only to create a unique identifier for the survey application. Only the unique identifier is associated with survey responses for data analysis purposes.

User ID: myEmail+0@gmail.com

**Access Code:**

[Forgot Access Code?](#)

**Submit**

**Acknowledge**

### Intended for Authorized Access Only

**Paperwork Reduction Act (PRA) Statement**

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NCES estimates the time required to complete this information collection to average 30 minutes, including the time to review instructions and complete and review the information collection. This voluntary information collection was reviewed and approved by OMB (Control No. 1850-0928). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: *National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Lyndon Baines Johnson Department of Education Building, 400 Maryland Ave., SW, 5th floor, Washington, DC 20202*, or send an email to: *nces.information.collections@ed.gov*.

OMB No. 1850-0928 APPROVAL EXPIRES 8/31/2027

## Appendix J2-1: 2024 Operational Grade 8 (Core, Reading, Mathematics, Science)

VR734593

1. What is your gender?

- Ⓐ Female
- Ⓑ Male
- Ⓒ Another gender (Please specify): \_\_\_\_\_

VH240385

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.

VH240386

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

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

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

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

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

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

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

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

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

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

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.)

- A Yes
- B No

11. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241768
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241769
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241770
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241771
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241772
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241780
g. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
h. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
i. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
j. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
k. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
l. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
m. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes  
 B No

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241798
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241799
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241800
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241801
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241802
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241806
g. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
h. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
i. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
j. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
k. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
l. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
m. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

15. During **this school year**, what percentage of your students have been absent from school 10% or more of all school days?

- A None
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–90%
- H Over 90%

13. During **this school year**, did you provide any of the following interventions that were intended to address gaps in learning because of the **COVID-19 pandemic**? Select **one** circle in each row.

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring sessions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730456
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730457
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	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)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730459
e. Social-emotional supports	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR740335

17. Thinking of **this school year**, how much do you agree with each of the following?  
Select **one** circle in each row.

	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. I can develop positive mentoring relationships with my students.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730463
b. I can develop positive collaborative relationships with other teachers.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730464
c. My students feel they can come to me for help with academics.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730465
d. My students feel they can come to me for help beyond academics.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730466
e. I feel like part of my school's community.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730467
f. I feel safe at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR740346
g. I try to understand what my students' lives are like outside of school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730468

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

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

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

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

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

21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.
- A Desktop computers
  - B Laptop computers (including Chromebooks)
  - C Tablets (for example, Surface Pro, iPad, Kindle Fire)

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

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

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

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

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

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

22. Were you trained to do any of the following to address gaps in learning because of the **COVID-19 pandemic**? Select **one** circle in each row.

	Yes, this school year	Yes, prior to this school year	No	
a. Provide individual or small-group tutoring	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR730460
b. Use formative assessments to inform instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR730461
c. Manage instructional time effectively	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR730462
d. Prioritize key learning standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR740343
e. Support social-emotional learning (SEL)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR740344

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740

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

VH262652

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

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

VH305005

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

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 it for your students to change each of the following? Select **one** circle in each row.

VH329966

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

## Appendix J2-2: 2024 Operational Grade 8 (Science)

VH240113

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

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

VH261160

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

VH859314

3. In a typical week, how much time do you spend teaching science to the students in this class? Enter the hours and minutes and include in-class time only.

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week

VH639433

4. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Life science	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639434
b. Earth and space science	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639436
c. Physical science	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639435
d. Engineering and technology	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639437

5. About how often do your science students do each of the following activities? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Work with other students on a science activity or project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639589
b. Write about science (e.g., papers, reports, or student science journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639600
c. Watch you do a science activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639856
d. Talk about the measurements and results from their hands-on activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639594
e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from the Sun)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639597
f. Figure out different ways to solve a science problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639846
g. Present what they have learned about science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639593

6. Thinking about your science class this year, how much emphasis did you place on teaching your students each of the following skills? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Developing good research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640901
b. Using drawings or models to explain events or phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640902
c. Coming up with experiments or other tests to answer a scientific question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640903
d. Organizing data into a chart, graph, or spreadsheet to test a solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640906
e. Deciding when to use quantitative versus qualitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640907
f. Generating explanations based on observations and measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640908
g. Evaluating the quality of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640909
h. Teaching science ideas to others (e.g., students or teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640911

7. To what extent are the following resources available to you in your school system (including your school and school district)? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639521
b. Science magazines and books (print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639522
c. Supplies or equipment for science labs or demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639523
d. Space to conduct science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639525
e. Computers for teachers' use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639528
f. Science kits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639531
g. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639526

8. To what extent do you use each of the following technological resources **for science instruction**? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s) (including Chromebooks)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641307
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641308
c. Online content (e.g., online software, podcasts, or videos)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641309
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641310
e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH859326

9. In your eighth-grade class, how often do your students use a computer or other digital device to do each of the following activities? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Conduct a search for science information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241282
b. Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun or how gas expands)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241284
c. Make a chart or graph that shows results of a science project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241283

10. In this school year, how often do you meet with students one-on-one to give feedback on their work and evaluate their progress in science?

- Never or hardly ever  
 A few times a year  
 Once or twice a month  
 Once or twice a week  
 Every day or almost every day

11. In this school year, how often do you do each of the following activities with individual students to evaluate their progress in science? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Discuss each student's current level of performance with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639634
b. Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639635
c. Discuss progress the student has made toward goals previously set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639636
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639637

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

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641273
b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641276
c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641277
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641279
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641281
f. My students did well because they are just good in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641284

13. In this school year, did your school offer any of the following supplemental activities? Select **one** answer choice in each row.

	Yes	No	
a. Opportunities for students to work together to solve problems in their community or the world	<input type="radio"/>	<input type="radio"/>	VH641334
b. Opportunities for students to engage in group science activities	<input type="radio"/>	<input type="radio"/>	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	<input type="radio"/>	<input type="radio"/>	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	<input type="radio"/>	<input type="radio"/>	VH641341