



Hours Tracking System User's Guide

Overview

The Hours Tracking System (HTS) is a new system that is used by assessment coordinators (ACs) to record the number of hours and any overtime worked by the assessment administrators (AAs) in their area on a weekly basis.

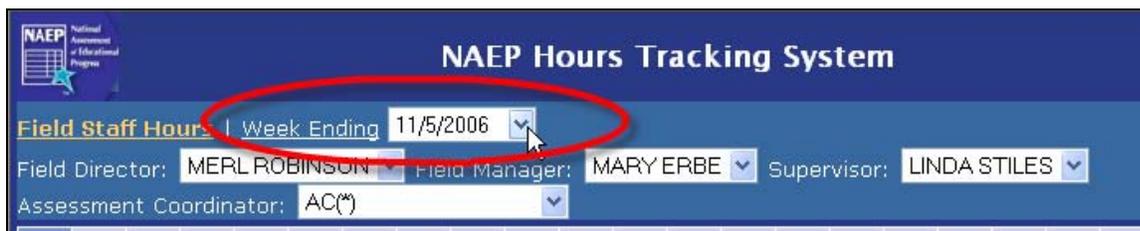
In previous NAEP assessment cycles, staff might accidentally submit a second timesheet for the same week or make other timesheet errors. In those previous cycles it was often impossible to find such errors until after the assessment period had ended. This led to situations where Westat undertook the undesirable but necessary task of recovering overpaid wages, a situation Westat would greatly like to avoid in the future.

To limit these occurrences in the future, it is very important that supervisors and their ACs take seriously their responsibility to verify the data in the HTS.

Accessing the HTS

Viewing the Correct Week

When logged in, it is important to make sure the week ending date displayed matches the week ending date on the timesheet. The date on which the week ends (Sunday) is listed in the 'Week Ending' box just below the title of the system.



If the week ending date does not match the week ending date on the timesheet, then the correct week ending must be selected from the dropdown box.



The 'Week Ending' box contains the ending date for every week ACs are authorized to work on NAEP, from the week ending 11/05/2006 through the week ending 3/18/2007.

Entering AA Hours

After logging in, all of the AAs in your area will be listed.

Field Staff Hours | Week Ending: 3/18/2007

Field Director: MERL ROBINSON | Field Manager: MARY ERBE | Supervisor: LINDA STILES

Assessment Coordinator: BETTY DONALD

*	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Save	Reset
	First Name: *		Last Name:		WINS # :		Role:		Week Ending:		Hours Worked:		OverTime:															
1.	FAYE		HUDSON		1294557		AA		3/18/2007		<input type="text"/>		<input type="text"/>															
2.	WILMA		COLEMAN		1294423		AA		3/18/2007		<input type="text"/>		<input type="text"/>															
3.	ZENOBIA		GRANT		1293576		AA		3/18/2007		<input type="text"/>		<input type="text"/>															

Page: 1 of 1 | Search for: IN First Name | Find

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Each name will be followed two boxes, one for the total hours worked (including overtime) and one for overtime hours worked. Both boxes should be filled in. If an AA did not work any overtime, then a '0' should be entered. It is important to enter the number of overtime hours, even if zero, for record-keeping purposes. After the hours are entered, the **Save** button needs to be clicked. If the **Save** button is not clicked, the data will not be saved into the system and will need to be re-entered at a later time.

B

APPENDIX B

Student Sampling Summary Report Error Messages

NAEP is committed to providing data of the highest statistical quality. Generally, this begins with the school and student samples that NAEP uses. Westat, as the sampling contactor, draws both the school samples and the student samples using the lists of eligible students submitted by schools, districts, and states. When those student lists are E-Filed, they are run through a series of online data checks to verify the quality of the student data. If the data checks identify questions or issues, messages are sent to the E-Fileers giving them an opportunity to correct or verify the submitted data.

NAEP has developed a Student Sampling Summary Report that summarizes the online data checks that each school received and the status of the data checks (resolved, verified, or ignored). If there is a report for the school, it will be included in the School Folder. Your supervisor will review each report with you. In some cases, you will not need to address the issues with the school coordinator, while in other cases, you will review the issues with the school coordinator during the preassessment visit and attempt to resolve them. Your supervisor will review the proper course of action with you.

Check #	Variable	Error Message Text
1	Year of Birth	____% of the students in grade (4/8/12) have birth years outside of the expected range.
2	Sex	____% of the students are female and ____% are male. / 100% of the students are female/male. <input type="checkbox"/> Data on file for this school show ____% female and ____% male. <input type="checkbox"/> Data for this school filed in a previous year show ____% female and ____% male. <input type="checkbox"/> The first names of the students classified as (male/female) are names commonly given to (males/females).

Check #	Variable	Error Message Text
3	Students with Disabilities (SD)	<p>____% of the students are shown as Students with Disabilities. / 100% of the students are shown as Students with Disabilities.</p> <p><input type="checkbox"/> Data for this school filed in a previous year show ____% Students with Disabilities.</p>
4	English language learners (ELL)	<p>____% of the students are shown as English language learners. / 100% of the students are shown as English language learners.</p> <p><input type="checkbox"/> Data for this school filed in a previous year show ____% English language learners.</p>
5	National School Lunch Program (NSLP)	<p>____% of the students are shown as eligible for free or reduced-price lunch. / 100% of the students are shown as eligible for free or reduced-price lunch.</p> <p><input type="checkbox"/> Data on file for this school show ____% eligible for free or reduced-price lunch.</p> <p><input type="checkbox"/> Data for this school filed in a previous year show ____% eligible for free or reduced-price lunch.</p> <p><input type="checkbox"/> The number of students receiving reduced-price lunch is greater than the number of student receiving free lunch.</p>
6	Race	<p><input type="checkbox"/> The race/ethnicity data composition of the students in grade (4/8/12) differs substantially from the (data on file for this school/data for this school filed in a previous year).</p> <p><input type="checkbox"/> All of the students in grade (4/8/12) are identified as a single race. This differs from the (data on file for this school/data for this school filed in a previous year).</p>
7	Race/Name	As a quality control check, please review the race/ethnicity for all students.
8	Enrollment	The number of students in grade (4/8/12) differs substantially from the (data on file for this school/data for this school filed in a previous year).

C

APPENDIX C

Procedures For “Take All” With No Homeroom Indicator

These procedures are for schools in which we are assessing all students and the homeroom indicator was not printed on the Administration Schedule. In most cases, these will be grade 4 schools and the students’ names will be printed on the Administration Schedule(s) in alphabetical order.

This is covered in Procedure 3I1-3I-3 of the QCB.

Once the school coordinator has identified the classroom in which each student should be assessed, the QCB instructs you to record that information in column **C** of the Administration Schedule. When you and your AAs are preparing the booklets for the week’s upcoming assessments, following these procedures:

- Make one copy of each Administration Schedule for each grade 4 classroom, plus one extra set. For example, if there are three (3) grade 4 classrooms, make four (4) copies of each Administration Schedule.
- Designate one set of each Administration Schedule copy for each classroom. The extra set is for you.
- On each set of Administration Schedule copies, the AAs will highlight each child who belongs in that classroom using a different highlighter color for each classroom. For example, if there are three (3) grade 4 classrooms use a blue highlighter to highlight those students on one set one of the Administration Schedules for Mrs. Smith’s classroom in Room 101. The AAs will use green highlighter on the second set of the Administration Schedules for those students in Mr. Jones’ classroom in Room 102 and use yellow highlighter on the third set of the Administration Schedules for students in Miss Clarke’s classroom in Room 103.
- The AAs will highlight each student on the extra set of Administration Schedules using the appropriate color highlighter for each student. This set of highlighted Administration Schedules is for you.

- Next, have the AAs prepare the booklets in original Administration Schedule order. Be sure to record the Session Number and line number from the original Administration Schedule onto the booklet covers.
- Sort the booklets into the three piles – one for Mrs. Smith (blue highlighter); a second pile for Mr. Jones (green highlighter); and a third pile for Miss Clarke (yellow highlighter).
- Pack the test booklets with the corresponding highlighted set of Administration Schedules in each Session Box for each classroom, making sure that there are enough pencils, calculators, etc. in each box.
- Mark each Session Box with a blue, green or yellow highlighter corresponding to the materials inside.

After the assessments are over, follow these procedures:

- Each AA should code the highlighted students on the set of highlighted Administration Schedules included in his/her Session Box.
- The AA should code the corresponding booklets covers of the students highlighted on the set of highlighted Administration Schedules included in his/her Session Box.
- The AA should sort the coded booklets into piles based on the originally assigned session and put each pile of booklets in line number order (based on the Session Number and line number recorded in the upper-right corner on each booklet).
- The sorted piles from each AA for each session should be combined and each session should be checked against the original Administration Schedule.
- Each Session Box should be packed according to procedure.

D

APPENDIX D

General Questionnaire Format Conventions and Interviewing Techniques

Introduction

Aspects of the school coordinator telephone follow-up interview resemble survey questionnaires and require techniques commonly used by survey interviewers. This section of the manual is a short review of those techniques as they apply to the Telephone Follow-up QCF. These techniques include the following:

- Using a questionnaire format;
- How questions are asked;
- How answers are recorded;
- Techniques you need to know to obtain concise and neutral responses; and
- “Probing” responses.

Using a Questionnaire Format

In its simplest form, a questionnaire contains a series of questions and an area for you to record the answers you receive.

1. **Instructions to You:** An important convention found in the NAEP forms is one that Westat generally observes for questionnaires: Words printed in all capital letters are instructions to you and should not be read aloud. For example:

IF POSSIBLE, OBTAIN DETAILS ABOUT LATE ARRIVAL.

2. **Circling Answer Codes:** Most questions list the possible answers that the school coordinator is expected to give. Simply circle the answer code that corresponds best to what the school coordinator says in reply to the questions. An example of this type of question is Question 1 from the Telephone Follow-up QCF.

1. Overall, how would you say the NAEP team handled the assessment at your school? Would you say very well, satisfactorily, or unsatisfactorily?

- VERY WELL 1 (Q2)
- SATISFACTORILY 2 (Q2)
- UNSATISFACTORILY 3 (Q1a)

3. **Words in Parentheses:** Questionnaires use other conventions to make the questionnaire more adaptable. If you find a word or words in parentheses within a question or statement, this means you need to substitute the word or phrase that makes the question appropriate to your situation. In the following example you would substitute the name of the AC for the word (AC).

7. At the end of the session(s), did (AC) give you the NAEP Storage Envelope and tell you when the materials should be destroyed? (REVIEW IF NECESSARY).

- YES 1
- NO 2
- DON'T KNOW 8

If the words in parentheses are separated by a slash, this means you will need to select the most appropriate word or phrase based on the context in which the question is asked, as in the following example:

Hello, this is _____ from the National Assessment of Educational Progress. I (am/work with) the NAEP Supervisor for this area.

4. **Open-ended Questions:** Open-ended questions are used when we do not want to restrict a school coordinator's answer. For a question like the one below, you would write down the school coordinator's answer verbatim on the lines provided.

10. Is there anything (else) you would like to say about the assessment team or any of its members?

General Rules for Asking Questions

The following are basic rules for administering the telephone follow-up QCF to the school coordinator.

- Always read the question as it is written.
- Ask the questions in the way they are ordered. If you discover that you have accidentally skipped one or more questions, you may go back to the omitted questions.
- Read questions in a natural conversational tone, following the punctuation in the question. Your reading of the questions should reflect your overall neutrality about the subject matter and encourage the school coordinator to talk freely about the issue. Only emphasize words that are underlined or appear in bold. When answer categories are to be read, put a brief pause between the options so the school coordinator knows what the choices are.
- Read the questions at a slow even pace.

General Rules for Recording Questions

- Record your answers neatly and legibly. This means that for coded questions you should carefully circle the number that corresponds to the response given by the school coordinator.
- When recording a response to open-ended questions, write legibly.
- If you make an error in recording a response, you may either erase or line through the incorrect answer. In either case, be sure the correct answer is legible.
- Feel free to write notes in the left-hand margin of the questionnaire to explain an answer or unusual circumstance. Do not write in the right-hand margin, however, because this area is used by data processing staff. Distinguish a note from an actual answer given by the school coordinator by placing it in parentheses.
- If the school coordinator does not know an answer and a “Don’t know” code has not been provided, record this as “DK” in the margin by the question.
- When recording responses to open-ended questions, keep the following in mind:
 - To the extent possible, record answers verbatim. If the answers are lengthy, you may paraphrase.
 - Use standard abbreviations, such as AA, SC, Admin. Schedule, etc. Be sure to review abbreviations you have recorded afterwards and spell out any that are not in common usage.
 - If necessary, ask the school coordinator to slow down so that you can capture everything that is said.

Techniques for Obtaining Complete and Neutral Response

When you administer the Telephone Follow-up QCF, keep the following interviewing techniques in mind:

- Listen carefully to the school coordinator's responses so that you know when the school coordinator has given a complete answer that is relevant to the question.
- Remain neutral. Do not give the school coordinator any indication of your feelings on the subject being discussed. Studies show that respondents to questionnaires may alter their answers if they think the interviewer expects them to answer in a certain way.
- Encourage the school coordinator to provide clear and concise answers by giving positive reinforcement in a neutral manner. You can do this with phrases like:
 - "I see."
 - "That's helpful."
 - "I understand."

Probing

Probing is a technique used by survey interviewers to refocus and redirect the respondent's attention to the question. It requires the interviewer to find a way to get the respondent to elaborate or reconsider an incomplete or irrelevant answer without influencing the content of the answer.

You will know when to probe by listening to the school coordinator's answer carefully and evaluating whether it is relevant, specific enough, and complete.

There are some examples of situations that require probing. Note that the probes used are neutral. This means they draw out the school coordinator without influencing the answer in any direction. They generally involve repeating parts of the question or the answer categories in a way that refocuses the school coordinator's attention on them. For example:

4. As far as you know, did (all of) the session(s) start on time?

YES	1 (Q5)
NO (SOME OR ALL WERE DELAYED).....	2 (Q4a)
DON'T KNOW	8 (Q5)

4a. RECORD ANY DETAILS OFFERED ABOUT THE DELAY.
(PROBE: Could you tell me more about that?)

Here Are Some Techniques to Keep in Mind About Probing:

- Sometimes the most effective probe is an expectant pause. This is a cue to the school coordinator that you expect a more detailed or elaborate answer.
- When the school coordinator is giving you comments, probe for additional comments by using the phrase: **“What else?”**
- A common response to survey questions is “I don’t know.” As a general rule, if you receive a “don’t know” response and the answer categories do not allow for it, try to get the school coordinator to elaborate by saying:
“Take a minute to think about it.” or **“Your best estimation would be fine.”**
- If you have probed a response once and still do not have a satisfactory answer, you will need to use your judgment about whether you should probe again. For most questions in the Telephone Follow-up QCF, it is not necessary to probe more than once.
- If you think the school coordinator just didn’t understand the question, the best probe is to simply read it again, perhaps more slowly and clearly.
- Do not make assumptions about what the school coordinator means. If it isn’t clear, **PROBE** for clarification.

E

APPENDIX E

Procedures for Project Clean-Up

Once your assignment is complete, and no later than March 3, 2007, you must conduct a series of clean-up procedures to ensure all of your NAEP materials are returned to the proper organizations.

All Pearson bulk supplies must be returned to Pearson by using the Return Mailing Labels included in your bulk shipment. **Any unused Session Boxes, unused bulk assessment booklets, and unused accommodation booklets must be returned immediately.** If you do not have extra FedEx labels, contact Pearson at 1-888-627-6237. All Pearson materials identified below and must be sent via FedEx to the following address:

**Pearson Educational Measurement
9200 Earhart Lane SW
Cedar Rapids, IA 52404**

General Bulk Supplies	
● Tape Dispenser	Return
● Sealing Tape	Return any extras
● Digital Timer	Return
● AA Batteries	Return any extras
● Supplemental Shipping Envelope	Return any extras
● Sign Testing in Progress – Do Not Disturb	Return any extras
● Materials Request Form	Destroy
● Rubber Bands	Return any extras
● Bulk Security Checklist	Destroy
● Ziplock Bags	Return any extras
● Return Mailing Labels (for bulk materials only)	Destroy any extras
● No. 2 Pencils	Return any extras

Bulk Reading, Mathematics, and Writing Materials	
● Grade 4 Simple Calculators TI-108 "C" (Blue)	Return
● Grade 8/12 Scientific Calculators TI-30 "C" (Gray)	Return
● Grade 4 Ancillaries	Return
● Grade 8 Ancillaries	Return
● Grade 12 Ancillaries	Return

Other Bulk Supplies	
● Administration Schedules (blank)	Return
● Grade 4 Roster of Questionnaires (blank)	Return
● Grade 8 Roster of Questionnaires (blank)	Return
● Grade 12 Roster of Questionnaires (blank)	Return
● Grade 4 School Questionnaire	Return
● Grade 8 School Questionnaire	Return
● Grade 12 School Questionnaire	Return
● Grade 4 Teacher Questionnaire	Return
● Grade 8 Teacher Questionnaire	Return
● SD Questionnaires	Return
● ELL Questionnaires	Return
● NIES Questionnaires	Return
● Grade 4 Assessment Booklets	Return
● Grade 8 Assessment Booklets	Return

Westat Materials

The School Folders and Quality Control Booklets should have been shipped to your supervisor throughout the assessment period. You will receive instructions for shipping your laptops back to NAEP at the in-person training. All Westat supplies identified below must be sent via FedEx to the following address:

Westat
Attention: Shannon Whitmarsh
9274 Gaither Road
Gaithersburg, MD 20877
301-330-7079

Publications	
● Teacher's Guide to NAEP	Return any extras
● Sample Questions Booklets	Return any extras
● Mathematics, Reading, or Writing Frameworks	Return any extras

Forms	
● NAEP Storage Envelopes	Return any extras
● "Destroy by" Postcard	Return any extras
● Student ID Labels	Return any extras
● Student Appreciation Certificates	Return any extras
● Session Debriefing Forms	Destroy
● School Certificates of Appreciation	Return any extras
● Blank School Folders	Return any extras
● AA Identification Badges and Lanyards	Return
● AA Assessment Information Forms	Destroy
● Teacher Observer Letter	Destroy
● Accommodation Teacher Letter	Destroy

Administrative and Other Materials	
● Time and Expense Reports and Envelopes	Return any extras
● Trip Expense Reports	Return any extras

4th

2007 NATIONAL INDIAN EDUCATION STUDY

SURVEY SCRIPT: GRADE 4

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a special survey for American Indian and Alaska Native students in the United States. This survey is part of a study called the National Indian Education Study. The survey collects information on the educational experiences of American Indian and Alaska Native students like you and the role of Indian culture in your education. To make sure that all students receive the same instructions, I will be reading them to you from this script.

In this survey, you will be asked questions about you, your family, and your school experiences. Do not write your name on your survey booklet. You will not get a grade on this work. When the study is over, your answers will be combined with information from other American Indian and Alaska Native students from all over the country. The results of this study will help government leaders work with states, schools, and Indian tribes to strengthen educational programs for American Indian and Alaska Native students across the country.

Distribute Materials (Choose A or B)

A: Booklets and Pencils Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in NIES Linking Form order to distribute booklets and NIES pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the NIES Linking Form.

B: Booklets and Pencils Previously Distributed

Each of you should have a booklet with your name on it and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and pencils.

Remove Label

Now remove the label with your name on it from the booklet and place it on an upper corner of your desk.

Booklet Directions

Now open your booklet to the directions on page 2. Read the directions to yourself as I read them out loud.

- Read the directions, examples, and answers on the next page to the students.
- Guidelines for reading matrix questions 8, 9, and 14:
 Start by reading the overall questions stem. Then read each sub question as though it were a separate question, including key information from the overall stem. Then read the answer choices and pause for the student(s) to select an answer before moving on to read the next sub-question. For example, Example 2 on the next page should be read as follows:
 “Question 2. How often do you do each of the following things? Fill in one oval on each line.” (*short pause*)
 “2a. How often do you watch television? Never or hardly ever, once or twice a month, once or twice a week, or almost everyday?” (*pause for response*)
 “2b. How often do you play a game with friends? Never or hardly ever, once or twice a month, once or twice a week, or almost everyday?” (*pause for response*)

DIRECTIONS

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

- Ⓐ Watching television
- Ⓑ Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice week	Almost every day
a. Watch television	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ
b. Play a game with friends	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

Student Questionnaire

Now turn to the next page. I am going to read the questions to you. Listen while I read each question. Then mark your answer in your booklet. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

- Read the directions, questions, and answer choices on the next six pages to the students.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

VC190315

1. How much do you know about your American Indian tribe or Alaska Native group?

- A A lot
- B Some
- C Nothing or not very much

VC190318

4. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about their culture and traditions?

- A Yes
- B No

VC190316

2. How often do you go to American Indian or Alaska Native ceremonies and gatherings?

- A Several times a year
- B At least once a year
- C Less than once a year
- D Never

VC190319

5. During 4th grade, has your class gone on field trips to museums, traditional villages, or other places to learn about American Indians or Alaska Natives?

- A Yes
- B No

VC190317

3. How often do members of your family talk to each other in your American Indian or Alaska Native language?

- A Most of the time
- B About half of the time
- C Once in awhile
- D Never

VC190320

6. During 4th grade, have you checked out books or other materials about American Indians or Alaska Natives from the school library? Do not count things you checked out of the public library.

- A Yes
- B No

VC190321

7. How often do you read for fun on your own time?

- Ⓐ Almost every day
- Ⓑ Once or twice a week
- Ⓒ Once or twice a month
- Ⓓ Never or hardly ever

VC190322

8. Here are some sentences about reading stories. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.	
a. I enjoy reading long stories.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VC190323
b. I make pictures in my mind when I read.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VC190324
c. I read stories about make believe.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VC190325
d. I read a lot of adventure stories.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VC190326

9. Here are some more sentences about reading. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.	
a. If the teacher talks about something interesting, I read more about it.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190329
b. I enjoy reading about American Indians or Alaska Natives.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190330
c. I enjoy reading about people who are different from me.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190331
d. I like to read about new things.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC190332

10. What kind of grades do you get in **reading**? VC190333

- Ⓐ Very good
- Ⓑ Good
- Ⓒ Fair
- Ⓓ Poor

11. What kind of grades do you get in **math**? VC190334

- Ⓐ Very good
- Ⓑ Good
- Ⓒ Fair
- Ⓓ Poor

12. How much do you like **school**? VC190335

- Ⓐ Very much
- Ⓑ Somewhat
- Ⓒ A little
- Ⓓ Not at all

13. How often do your parents, or someone else in your family, help you with your schoolwork? For example, they might help you study for a test, help you with a school project, or go over your homework with you. VC190336

- Ⓐ Every day
- Ⓑ Two or three times a week
- Ⓒ About once a week
- Ⓓ Once every few weeks
- Ⓔ Never or hardly ever

VC190338

14. Do any of the following people help you with your schoolwork **before or after school**?
Fill in **one** oval on each line.

- | | Yes | No | |
|--|-----------------------|-----------------------|----------|
| a. A teacher or another adult from my school | <input type="radio"/> | <input type="radio"/> | VC190339 |
| b. Another student | <input type="radio"/> | <input type="radio"/> | VC190340 |
| c. Someone else who lives in my community
or is a friend of my family | <input type="radio"/> | <input type="radio"/> | VC190341 |

VC190337

15. Do you know the name of your American Indian or Alaska Native group? (You may call your group a tribe, a nation, a village, a band, or a community.)

- Yes
- No
- I'm not sure.

VC190342

16. If you know the name of your American Indian or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian or Alaska Native group, write the names of as many as you know.

VC190343

17. What else would you like to say about yourself or about American Indians or Alaska Natives? Use these lines to write your ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.



Collect Materials

Please close your booklet. I will collect the booklets and the labels from your desk.

- Collect booklets and labels.
- Tear up the labels and throw them away.

Thank and Dismiss Students

Thank you very much for your work here today. You may keep your pencil as a thank you from the National Indian Education Study.

- Dismiss students according to school policy.

8th

2007 NATIONAL INDIAN EDUCATION STUDY

SURVEY SCRIPT: GRADE 8

Introduction

Good morning/afternoon, everyone! My name is **(YOUR NAME)**. Today you are participating in a special survey for American Indian and Alaska Native students in the United States. This survey is part of a study called the National Indian Education Study. The survey collects information on the educational experiences of American Indian and Alaska Native students like you and the role of Indian culture in your education. To make sure that all students receive the same instructions, I will be reading them to you from this script.

In this survey, you will be asked questions about you, your family, and your school experiences. Do not write your name on your survey booklet. You will not get a grade on this work. When the study is over, your answers will be combined with information from other American Indian and Alaska Native students from all over the country. The results of this study will help government leaders work with states, schools, and Indian tribes to strengthen educational programs for American Indian and Alaska Native students across the country.

Distribute Materials (Choose A or B)

A: Booklets and Pencils Not Previously Distributed

Before I hand out your materials, please clear your desks. As I call your name, please come forward to get a booklet and pencil. After you get your booklet, place it face up on your desk and do not open it until I tell you to.

- Read students' names in NIES Linking Form order to distribute booklets and NIES pencils.
- Record a "✓" or an "A" in the "ATTENDANCE" column of the NIES Linking Form.

B: Booklets and Pencils Previously Distributed

Each of you should have a booklet with your name on it and a pencil on your desk. Do not open your booklets until I tell you to. If the booklet in front of you does not have your name on it, please raise your hand.

- Assist students with incorrect booklets.
- Collect all unused booklets and pencils.

Remove Label

Please remove the label with your name on it from the booklet and place it on an upper corner of your desk.

Booklet Directions

Now open your booklet to the directions on page 2. Read the directions to yourself as I read them out loud.

- Read the directions, examples, and answers on the next page to the students.
- Guidelines for reading matrix questions 1, 2, 5, 7, 8, 12, and 14:
 Start by reading the overall questions stem. Then read each sub question as though it were a separate question, including key information from the overall stem. Then read the answer choices and pause for the student(s) to select an answer before moving on to read the next sub-question. For example, Example 2 on the next page should be read as follows:
 “Question 2. How often do you do each of the following things? Fill in one oval on each line.” (*short pause*)
 “2a. How often do you watch television? Never or hardly ever, once or twice a month, once or twice a week, or almost everyday?” (*pause for response*)
 “2b. How often do you play a game with friends? Never or hardly ever, once or twice a month, once or twice a week, or almost everyday?” (*pause for response*)

DIRECTIONS

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

- Ⓐ Watching television
- Ⓑ Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice week	Almost every day
a. Watch television	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ
b. Play a game with friends	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

Student Questionnaire

Now turn to page 3. Read the directions on this page to yourself as I read them out loud.

- Read the booklet directions below to the students.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

Non-read aloud

Read and answer the questions in your booklet on your own. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

Please begin.

Read aloud

I am going to read the questions to you. Listen while I read each question. Then mark your answer in your booklet. If you change your answer, please erase your first answer completely. Raise your hand if you have any questions.

Let's begin.

- Read the questions and answer choices in the booklet to the students.

Collect Materials

- When all students have finished the survey, say:

Please close your booklet. I will collect the booklets and the labels from your desk.

- Collect booklets and labels.
- Tear up the labels and throw them away.

Thank and Dismiss Students

Thank you very much for your work here today. You may keep your pencil as a thank you from the National Indian Education Study.

- Dismiss students according to school policy.

4th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 4

Questionnaire administrators may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is not in session. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and it should be noted in the outside margin of the page that the student is living in a group home or orphanage.

Student Questionnaire: Grade 4

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

See the previous paragraph for an explanation of what is meant by "your family."

Emphasize that there are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?

- A Watching television
- B Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Watch television	A	B	C	D
b. Play a game with friends	A	B	C	D

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

The two sample questions are included to acquaint students with question formats used in the questionnaire. Most of the questions at grade 4 follow the first format.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

These two paragraphs are included to orient students to the meaning of “American Indian/Alaska Native (AI/AN) group,” as used in the questionnaire. The administrator can introduce other synonyms for group, such as mesa or colony, as locally appropriate. Some students, particularly in schools where there are very few AI/AN students, may not feel identification with a specific AI/AN group. If these students are frustrated by an inability to relate to a specific group, remind them that “there are no wrong answers” to any of the questions and to answer as best they can.

1. How much do you know about your American Indian tribe or Alaska Native group?

- A A lot
- B Some
- C Nothing or not very much

This question asks about the student’s familiarity with the history, crafts, traditions, and other characteristics of the group with which he/she identifies. It is not necessary for the student to be able to specifically name that group. Remind students who are unable to relate to any group that all of the answers are equally acceptable. (For example, response C is not a “wrong” answer.)

2. How often do you go to American Indian or Alaska Native ceremonies and gatherings?

- A Several times a year
- B At least once a year
- C Less than once a year
- D Never

This question refers to ceremonies and gatherings such as potlatches, powwows, and other events with an AI/AN focus. Attendance at intercultural gatherings may be included. Gatherings for occasions such as marriages or funerals may be included if they involve specific, culturally-related activities.

3. How often do members of your family talk to each other in your American Indian or Alaska Native language?
- A Most of the time
 - B About half of the time
 - C Once in awhile
 - D Never

This question asks if an AI/AN language is used by members of the student's family; it is not necessary that the student understands or speaks this language. Be sure that students understand that the question asks only about AI/AN languages, not other non-English languages such as Spanish.

4. During 4th grade, have any American Indian or Alaska Native people come to your school to talk about their culture and traditions?
- A Yes
 - B No

This question asks whether or not, during 4th grade, AI/AN people have come to the student's school to talk about AI/AN culture and traditions. "During the 4th grade" should be interpreted as the current school year. Activities presented by the AI/AN visitors might include craft demonstrations, musical presentations, or anything else focused on AI/AN cultures.

5. During 4th grade, has your class gone on field trips to museums, traditional villages, or other places to learn about American Indians or Alaska Natives?
- A Yes
 - B No

This question asks whether or not, during 4th grade, there have been school-sponsored opportunities to visit museums, traditional villages, and other places that feature AI/AN culture. Family trips or trips sponsored by organizations other than the student's school should not be included.

6. During 4th grade, have you checked out books or other materials about American Indians or Alaska Natives from the school library? Do not count things you checked out of the public library.

A Yes

B No

This question asks whether or not the student has checked out books or other materials about AI or AN culture from the school library during 4th grade. The materials may have been checked out for personal pleasure reading or for school projects and assignments. "Other materials" might include videos, DVDs, and visual arts materials that focus on AI/AN culture. We are interested only in whether or not the student has used resources provided by his/her school, not resources from other sources such as public libraries.

7. How often do you read for fun on your own time?

A Almost every day

B Once or twice a week

C Once or twice a month

D Never or hardly ever

This question refers to reading that is not done as part of assigned school work. Any reading a student does, whether at school or at home, in order to complete a class assignment (such a book report) should not be included even though the student may enjoy the assignment. If a student chooses to read during school time when other "free choice" activities are offered, however, this should be interpreted as "on your own time" and included in the response. Materials read for fun may include newspapers, magazines, and comics as well as books.

Since this item also appears as a NAEP Reading Background question, students may comment that they have already answered this question. They should be instructed to answer it again.

8. Here are some sentences about reading stories. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.
a. I enjoy reading long stories.	A	B	C
b. I make pictures in my mind when I read.	A	B	C
c. I read stories about make believe.	A	B	C
d. I read a lot of adventure stories.	A	B	C

I enjoy reading long stories: refers to stories divided into parts or chapters, or those that would take more than one reading session to finish.

I read stories about make believe: refers to realistic fiction as well as fantasy.

I read a lot of adventure stories: refers to stories in which something exciting or out of the ordinary happens (e.g., a journey into outer space, exploring a secret cave, getting lost on a camping trip, etc.)

9. Here are some more sentences about reading. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.
a. If the teacher talks about something interesting, I read more about it.	A	B	C
b. I enjoy reading about American Indians or Alaska Natives.	A	B	C
c. I enjoy reading about people who are different from me.	A	B	C
d. I like to read about new things.	A	B	C

If the teacher talks about something interesting, I read more about it: refers to reading students do on their own initiative, not reading assigned to them by the teacher after an interesting topic has been introduced.

I enjoy reading about people who are different from me: refers to people whose way of living is markedly different from that of the student. It can include differences in culture, nationality, and other factors.

I like to read about new things: refers to any topic that the student has previously had little or no knowledge about.

10. What kind of grades do you get in **reading**?

- A Very good
- B Good
- C Fair
- D Poor

11. What kind of grades do you get in **math**?

- A Very good
- B Good
- C Fair
- D Poor

The preceding two questions ask students to self-evaluate their achievement in reading and math. The term grades may not be meaningful in schools where grades are not given to assess progress. If this is the case, students may be asked to use the listed terms to describe how well they think they read. In schools where grades are given, and only if a student asks for help translating letter grades, you may indicate that “Very good” would be the equivalent of a letter grade of A; “Good” the equivalent of B; “Fair” the equivalent of C; and “Poor” the equivalent of grades below C.

12. How much do you like **school**?

- A Very much
- B Somewhat
- C A little
- D Not at all

This question asks the student's overall impression of school. Answers will probably reflect social adjustment as well as academic success.

13. How often do your parents, or someone else in your family, help you with your schoolwork? For example, they might help you study for a test, help you with a school project, or go over your homework with you.

- A Every day
- B Two or three times a week
- C About once a week
- D Once every few weeks
- E Never or hardly ever

This question asks how often the student gets assistance with school work from parents or other family members. See the introductory comments for an explanation of what is meant by "your family." If students attend boarding school, they may have fewer opportunities to obtain help from family members. It is appropriate for their answers to reflect this reality.

14. Do any of the following people help you with your schoolwork **before** or **after** school? Fill in **one** oval on each line.

	Yes	No
a. A teacher or another adult from my school	A	B
b. Another student	A	B
c. Someone else who lives in my community or is a friend of my family	A	B

This question asks whether or not the student gets help with schoolwork outside of school hours from people other than family members.

Someone else who lives in my community or is a friend of my family: refers to anyone helping the student who is not part of the student's family or associated with the student's school.

15. Do you know the name of your American Indian or Alaska Native group? (You may call your group a tribe, a nation, a village, a band, or a community.)

- A Yes
- B No
- C I'm not sure.

This question asks students if they can (on their own) identify their AI/AN groups. Do not give assistance other than to offer or confirm locally appropriate synonyms for AI/AN group, such as mesa or colony. As with previous questions that probed cultural identification, emphasize that all responses have equal value. There are no "wrong" answers.

16. If you know the name of your American Indian or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian or Alaska Native group, write the names of as many as you know.

This question asks students who know the names of their AI/AN groups to print them on the line given. As with the previous question, do not give assistance. Emphasize that correct spelling is not important. Students who answered "No" to the previous question are not expected to complete this question. Students who answered "I'm not sure" should be encouraged to write what they think are the names of their groups.

17. What else would you like to say about yourself or about American Indians or Alaska Natives? Use these lines to write your ideas.

This question gives students the opportunity to add comments they would like to make about themselves and their background. It is an optional item, but students should be encouraged to write their ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 8

Questionnaire administrators may answer questions that students have about the questions in the questionnaire booklet. These questions form an important part of the analysis of results and the National Indian Education Study wants to obtain the most accurate responses possible.

To assist you in answering students' questions, each question is repeated below, with an explanation of what information the question is attempting to obtain from students.

If a student feels that a question is too personal, stress confidentiality. If the student is still reluctant, tell the student he or she does not have to answer the question.

Some of the background questions may present difficulties for students who are not living with their natural parents at home. Questions that refer to family or parents also apply to students' adoptive parents, guardians, or primary caregivers (i.e., the person(s) in the student's home responsible for the student's day-to-day care). For students attending boarding schools, answers should be based on the natural family or other caregivers with whom the students live when school is not in session. For students living full time in a group home or orphanage, questions that refer to family or parents should not be answered, and it should be noted in the outside margin of the page that the student is living in a group home or orphanage.

Student Questionnaire: Grade 8

In this booklet you will be asked about yourself, your education, and your family. There are no wrong answers to any of the questions.

See the previous paragraph for an explanation of what is meant by "your family."

Emphasize that there are no wrong answers to any of the questions.

For some questions, the choices will be written **down** the page. Here is an example. Read the example and fill in the oval for the best answer.

Example 1

1. Which of these do you enjoy doing the most?
- A Watching television
- B Playing a game with friends

You should have filled in the oval beside the activity you enjoy doing the most.

The choices for some other questions will be written **across** the page. These questions will have more than one part. Here is an example that has two parts. Read each part and fill in the oval for the best answer. Remember to fill in one oval for each part.

Example 2

2. How often do you do each of the following things? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Watch television	A	B	C	D
b. Play a game with friends	A	B	C	D

Make your answer marks clear and dark in the ovals. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end.

The two sample questions are included to acquaint students with question formats used in the questionnaire.

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian or Alaska Native group to which you and your family belong. You may call this group a tribe, a nation, a village, a band, or a community.

If you are connected to more than one American Indian tribe or Alaska Native group, answer for the one you know best.

These two paragraphs are included to orient students to the meaning of “American Indian/Alaska Native (AI/AN) group,” as used in the questionnaire. The administrator can introduce other synonyms for group, such as mesa or colony, as locally appropriate. Some students, particularly in schools where there are very few AI/AN students, may not feel identification with a specific AI/AN group. If these students are frustrated by an inability to relate to a specific group, remind them that “there are no wrong answers” to any of the questions and to answer as best they can.

1. How much do you know about each of the following? Fill in **one** oval on each line.

	A lot	Some	Nothing or not very much
a. Your American Indian or Alaska Native history	A	B	C
b. Your American Indian or Alaska Native traditions	A	B	C
c. Issues in the world today that are important to American Indians or Alaska Natives	A	B	C

For this question, it is appropriate to remind students that all responses have equal value. “Nothing or not very much” is not a “wrong answer.”

Your American Indian or Alaska Native history and Your American Indian or Alaska Native traditions: refers to the history and traditions of the particular AI/AN group(s) with which the student identifies.

Issues in the world today that are important to American Indians or Alaska Natives: may refer to a more inclusive community. Examples of “issues” might include land and water use, elections, and tribal sovereignty.

2. How often have you participated in each of the following American Indian or Alaska Native activities? Fill in **one** oval on each line.

	Several times a year	At least once a year	Less than once a year	Never
a. Ceremonies and gatherings for people from your American Indian or Alaska Native group	A	B	C	D
b. Ceremonies and gatherings that bring together people from many different American Indian or Alaska Native groups	A	B	C	D
c. Other American Indian or Alaska Native activities	A	B	C	D

Ceremonies and gatherings for people from your American Indian or Alaska Native group: refers to activities associated with the particular AI/AN group(s) with which the student identifies. Gatherings for occasions such as marriages or funerals may be included if they involve ceremonies specific to the student's group.

Other American Indian or Alaska Native activities: refers to activities such as teaching camps and lodges, hunting or whaling expeditions, or other activities with a specific AI/AN focus.

3. How often do members of your family talk to each other in your American Indian or Alaskan Native language?
- A Most of the time
 - B About half of the time
 - C Once in a while
 - D Never

This question asks if an AI/AN language is used by members of the student's family; it is not necessary that the student understands or speaks this language. Be sure that students understand that the question asks only about AI/AN languages, not other non-English languages such as Spanish.

4. Since you have been in 8th grade, how often have **any of your teachers** talked to you in class about culture, traditions, and other things that are important to American Indians or Alaska Natives?

- A Almost every day
- B Once or twice a week
- C Once or twice a month
- D Never or hardly ever

“Since you have been in 8th grade” should be interpreted as the current school year. “Talked to you in class” should be interpreted as referring to discussions occurring during regular instructional time. However, it may be appropriate to include discussions involving specific individuals or groups, as well as discussions involving the class as a whole, depending on the instructional setting.

5. Since you have been in 8th grade, has your school, or any of your teachers, provided you with any of the following resources? Fill in **one** oval on each line.

	Yes	No
a. American Indian or Alaska Native visitors who talk about history, traditions, or issues that are important to native people today	A	B
b. American Indian or Alaska Native craft demonstrations	A	B
c. Performances of traditional American Indian or Alaska Native music and dance	A	B
d. Field trips to museums, traditional villages, or other places that tell about American Indians or Alaska Natives	A	B
e. Books, videos, or computer software about American Indian or Alaska Native history and traditions	A	B
f. Books, videos, or computer software about issues in the world today that are important to American Indians or Alaska Natives	A	B

This question asks whether or not students have been exposed to culturally-relevant experiences and resources of various types in school settings during the current school year. Such experiences and resources may relate to a specific AI/AN culture or have a more general focus.

6. How often do you read for fun on your own time?

- A Almost every day
- B Once or twice a week
- C Once or twice a month
- D Never or hardly ever

This question refers to reading that is not done as part of assigned school work. Any reading a student does, whether at school or at home, in order to complete a class assignment (such a book report) should not be included even though the student may enjoy the assignment. If a student chooses to read during school time when other “free choice” activities are offered, however, this should be interpreted as “on your own time” and included in the response. Materials read for fun may include newspapers, magazines, and comics as well as books.

Since this item also appears as a NAEP Reading Background question, students may comment that they have already answered this question. They should be instructed to answer it again.

7. Here are some sentences about reading stories. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.
a. I enjoy reading long stories.	A	B	C
b. I make pictures in my mind when I read.	A	B	C
c. I read fiction books.	A	B	C
d. I read a lot of adventure stories.	A	B	C

I enjoy reading long stories: refers to stories divided into parts or chapters, or those that would take more than one reading session to finish.

I read a lot of adventure stories: refers to stories in which something exciting or out of the ordinary happens (e.g., a journey into outer space, exploring a secret cave, getting lost on a camping trip, etc.).

-
8. Here are some more sentences about reading. For each line, fill in **one** oval to show whether the sentence describes a person like you.

	This is a lot like me.	This is a little like me.	This is not like me.
a. If the teacher talks about something interesting, I read more about it.	A	B	C
b. I enjoy reading about American Indians or Alaska Natives.	A	B	C
c. I enjoy reading about people who are different from me.	A	B	C
d. I like to read about new things.	A	B	C

If the teacher talks about something interesting, I read more about it: refers to reading students do on their own initiative, not reading assigned to them by the teacher after an interesting topic has been introduced.

I enjoy reading about people who are different from me: refers to people whose way of living is markedly different from that of the student. It can include differences in culture, nationality, and other factors.

I like to read about new things: refers to any topic that the student has previously had little or no knowledge about.

9. How do you rate yourself in each of the following areas? Fill in **one** oval on each line.

	Excellent	Good	Fair	Poor
a. Reading	A	B	C	D
b. Mathematics	A	B	C	D

This question asks students to self-rate their achievement in reading and mathematics. *Any criteria that the student selects as a basis for these ratings is appropriate.*

10. How much will the things you are learning in school prepare you for the life you want to lead?

- A Very much
- B A fair amount
- C Only a little
- D Not at all

This question attempts to gauge the relevance the student attaches to school work. "The life you want to lead" might be interpreted as meaning having a certain job or career, or the student might give the phrase a more general focus such as being able to live an independent and meaningful life.

11. Think about different kinds of schools that people go to. Fill in **one** oval for the sentence that describes you best.

- A I'll probably go to college.
- B I'll probably graduate from high school, but not go to college.
- C I probably won't graduate from high school.
- D I don't know.

This question asks students to reflect on their current educational plans. They should answer based on their most likely plans, even if they are not certain. However, the student may choose D ("I don't know") if for cultural or other reasons they are not comfortable making another choice.

12. Which of the following are you likely to do in your **first year** after high school? Fill in **one** oval on each line.

	Likely to do	Not likely to do
a. Go to college or trade school full time	A	B
b. Go to college or trade school part time	A	B
c. Join the military	A	B
d. Work full time	A	B
e. Work part time	A	B

This question gives students several options for what they might do immediately after high school and asks them to reflect on whether the option is something they are or are not likely to do. Students should be encouraged to give their best answers even though their expectations for the future may be relatively unformed.

Trade school: refers to schools where a student learns a specific occupation such as computer repair, cosmetology, etc. and may receive a certificate but not a college degree.

13. How often do your parents, or someone else in your family, help you with your schoolwork? For example, they might help you study for a test, help you with a school project, or go over your homework with you.

- A Every day
- B Two or three times a week
- C About once a week
- D Once every few weeks
- E Never or hardly ever

This question asks how often the student gets assistance with school work from parents or other family members. See the introductory comments for an explanation of what is meant by “your family.” If students attend boarding school, they may have fewer opportunities to obtain help from family members. It is appropriate for their answers to reflect this reality.

14. Do any of the following people help you with your schoolwork **before or after school**? Fill in **one** oval on each line.

	Yes	No
a. A teacher or another adult from my school	A	B
b. Another student	A	B
c. Someone else who lives in my community or is a friend of my family	A	B

This question asks whether or not the student gets help with schoolwork outside of school hours from people other than family members.

Someone else who lives in my community or is a friend of my family: refers to anyone helping the student who is not part of the student's family or associated with the student's school.

15. Since you have been in 8th grade, how often have you talked with any of your teachers **outside of regular class periods**? This could be to get extra help with your assignments, to talk about personal issues, or just to visit.

- A Almost every day
- B Once or twice a week
- C Once or twice a month
- D Never or hardly ever

This question attempts to gauge the amount of personal interaction the student has had with any of his/her teachers during the current school year.

16. Since you have been in 8th grade, how many times have you talked to a teacher or a school counselor about the classes you should take in high school or about what you want to do after high school?

- A Four or more times
- B Two or three times
- C One time
- D Never

This question attempts to gauge the amount of guidance in making education or career choices the student has received from school personnel during the current school year.

17. Since you have been in 8th grade, how many times have you talked to someone else—someone who is not part of your school or your family— about the classes you should take in high school or about what you want to do after high school?

- A Four or more times
- B Two or three times
- C One time
- D Never

This question attempts to gauge the amount of guidance in making education or career choices the student has received from people other than school personnel during the current school year

18. Since you have been in 8th grade, have you played on a team or belonged to a drama, music, or other club at school?

- A Yes
- B No

This question asks the student whether or not the student has participated in any voluntary extracurricular activity at school during the current school year. Students should include participation in all types of activities such as varsity and intermural athletic teams, debate squads, chess clubs, musical organizations, service clubs, school newspaper, school senate, etc.

19. Do you know the name of your American Indian or Alaska Native group? (You may call your group a tribe, a nation, a village, a band, or a community.)

- A Yes
- B No
- C I'm not sure.

This question asks students if they can (on their own) identify their AI/AN groups. Do not give assistance other than to offer or confirm locally appropriate synonyms for AI/AN group, such as mesa or colony. As with previous questions that probed cultural identification, emphasize that all responses have equal value. There are no “wrong” answers.

20. If you know the name of your American Indian or Alaska Native group, or if you think you know it, please print it on the line below. Don't worry about spelling. If you belong to more than one American Indian or Alaska Native group, write the names of as many as you know.

This question asks students who know the names of their AI/AN groups to print them on the line given. As with the previous question, do not give assistance. Emphasize that correct spelling is not important. Students who answered "No" to the previous question are not expected to complete this question. Students who answered "I'm not sure" should be encouraged to write what they think are the names of their groups.

21. What else would you like to say about yourself or about American Indians or Alaska Natives? Use these lines to write your ideas.

This question gives students the opportunity to add comments they would like to make about themselves and their background. It is an optional item, but students should be encouraged to write their ideas.

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.