

8th

2009 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

Option 1: 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 Administration Schedule order to distribute booklets and NIES pencils.
- Record a "✓" or an "A" in column A (Atten.) of the NIES Administration Schedule.

Option 2: 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 the upper-right 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, 6, 7, 8, 10, 14, 16, 19, and 20:
 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 read a book? 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. Please answer these questions the best that you can. There are no wrong answers to any of the questions.

For some questions the choices will be written **down** the page as in Example 1. Read the example and fill in the oval that best describes you.

Example 1

1. Which of these do you enjoy doing more?
- Ⓐ Reading a book
 - Ⓑ Playing a game with friends

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

The choices for some other questions will be written **across** the page as in Example 2. Read the example and fill in one oval on each line.

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. Read a book	<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.

For a few questions you will be asked to print your answers. Please PRINT LEGIBLY on the lines provided.

You will be told when to begin and to stop.



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 verbatim 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 tribe or Alaska Native group to which you and your family belong. You may call your tribe or group 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.

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

VC996578

- | | Nothing | A little | Some | A lot | |
|----------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Your American Indian or Alaska Native history | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996581 |
| b. Your American Indian or Alaska Native traditions and culture (way of life, customs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996582 |
| c. Issues today that are important to American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996583 |

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

VC996584

- | | Never | Every few years | At least once a year | Several times a year | |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Ceremonies and gatherings for people from your American Indian tribe or Alaska Native group | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996586 |
| b. Ceremonies and gatherings that bring people together from many different American Indian tribes or Alaska Native groups | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996587 |
| c. Other American Indian or Alaska Native activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC996589 |

Section 1

3. How often do members of your family talk to each other in your American Indian or Alaska Native language? VC759193
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
4. How often do people in your school talk to each other in your American Indian or Alaska Native language? VC759195
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day
5. During 8th grade, how often have any of your teachers talked to your class about the history, traditions, and cultures (ways of life, customs) of American Indian or Alaska Native people? VC996590
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a month
 - Ⓒ Once or twice a week
 - Ⓓ Every day or almost every day

6. During 8th grade, have you attended any of the following through your school? Fill in **one** oval on each line. VC996592

- | | Yes | No, but
other
8th-grade
students
did. | Not
offered to
8th-grade
students. | |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------|---------------------------------------------|----------|
| a. Presentations by American Indian or Alaska Native people about their traditions and cultures (ways of life, customs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996594 |
| b. American Indian or Alaska Native art and craft demonstrations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996613 |
| c. Traditional American Indian or Alaska Native music and/or dance performances | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996615 |
| d. Field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996616 |

7. During 8th grade, have you used any of the following materials? Fill in **one** oval on each line. VC996617

- | | Yes | No | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) | <input type="radio"/> A | <input type="radio"/> B | VC996619 |
| b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | VC996620 |

Section 1

8. During 8th grade, have you used any of the following materials from your school library?
Fill in **one** oval on each line. VC996621

- | | Yes | No | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) | <input type="radio"/> A | <input type="radio"/> B | VC996622 |
| b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people | <input type="radio"/> A | <input type="radio"/> B | VC996623 |

9. How often do you read for fun on your own time? VC759235

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

10. Here are some sentences about reading. Fill in **one** oval on each line to show whether the sentence describes a person like you. VC996624

- | | This is not like me. | This is a little like me. | This is a lot like me. | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------|-------------------------|----------|
| a. When my teacher talks about something interesting, I try to read more about it. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996625 |
| b. I enjoy reading long stories (for example, chapter books). | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996626 |
| c. I enjoy reading about American Indian or Alaska Native people. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996627 |
| d. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC996628 |



11. How do you rate yourself in reading?

VC759284

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

12. How often do you do mathematics for fun on your own time? For example, play mathematics games or solve mathematics puzzles.

VC759285

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

13. When my teacher talks about mathematics, I try to learn more about it.

VC759286

- Ⓐ This is not like me.
- Ⓑ This is a little like me.
- Ⓒ This is a lot like me.

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

VC996631

- | | Nothing | A little | Some | A lot | |
|-----------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. American Indian or Alaska Native systems of counting | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | VC996632 |
| b. American Indian or Alaska Native symbols and designs used in mathematics | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ | <input type="radio"/> Ⓒ | <input type="radio"/> Ⓓ | VC996633 |

Section 1

15. How do you rate yourself in mathematics?

VC759287

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

16. How often do any of the following people help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. Fill in **one** oval on each line.

VC996635

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. A parent or someone else from my family	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996636
b. A teacher or another adult from my school	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996637
c. Another student	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996639
d. Someone else who lives in my community or is a friend of my family	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996640



Section 1

17. During 8th grade, how often have you talked with any of your teachers outside of regular class periods? For example, to get extra help with your assignments, to talk about issues that matter to you, or just to visit. VC996641

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

18. During 8th grade, have you played a sport or belonged to a drama, music, or other club at school? VC996643

- Ⓐ Yes
- Ⓑ No

19. During 8th grade, how many times have you talked to each of the following people about the classes you should take in high school or about what you want to do after high school? Fill in **one** oval on each line. VC996644

	Never	One time	Two or three times	Four or more times	
a. A family member	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996645
b. A teacher	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996646
c. A school counselor	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996647
d. Another student	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996648
e. Someone outside of your family or school	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC996649

Section 1

20. Which of the following would you plan to do in your first year after high school? Fill in **as many ovals as apply**. VC996650

- | | | |
|--------------------------------------------------------------------------------------------------|---|----------|
| a. Go to college full time | Ⓐ | VC996651 |
| b. Go to college part time | Ⓑ | VC996652 |
| c. Go to another school (for example, career training, technical, or trade/vocational) full time | Ⓒ | VC996653 |
| d. Go to another school (for example, career training, technical, or trade/vocational) part time | Ⓓ | VC996654 |
| e. Join the military | Ⓔ | VC996655 |
| f. Work full time | Ⓕ | VC996656 |
| g. Work part time | Ⓖ | VC996657 |
| h. Travel | Ⓗ | VC996658 |
| i. Care for family | Ⓘ | VC996659 |
| j. I don't know. | Ⓙ | VC996660 |

21. How much are the things you are learning in school preparing you for the life you want to lead? VC996661

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

Section 1

22. How much do you like school?

VC759293

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

23. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in?

VC759294

- Ⓐ Yes
- Ⓑ No
- Ⓒ I'm not sure.

24. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

VC759295

25. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

VC759297

THANK YOU FOR YOUR HELP. YOUR IDEAS ARE IMPORTANT.



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.

8th

QUESTION-BY-QUESTION SPECIFICATIONS

NATIONAL INDIAN EDUCATION STUDY STUDENT QUESTIONNAIRE: GRADE 8

Assessment 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 students' home responsible for the students' 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 the student should note in the outside margin of the page that he or she is living in a group home or orphanage.*

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

DIRECTIONS

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

See the previous page for an explanation of what is meant by “your family.”

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 Reading a book
- 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. Here is an example. Read the example and fill in one oval on each line.

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 Read a book	A	B	C	D
B Play a game with friends	A	B	C	D

Make sure you fill in the ovals completely. 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 stop.

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

National Indian Education Study

Grade 8 Student Questionnaire

Some of the questions are about your American Indian or Alaska Native background. When you answer these questions, think about the American Indian tribe or Alaska Native group to which you and your family belong. You may call your tribe or group 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 tribe or Alaska Native group,” as used in the questionnaire. The administrator can introduce other synonyms for tribe or group, such as mesa or colony, as locally appropriate. Some students, particularly in schools where there are very few American Indian or Alaska Native students, may not feel identification with a specific American Indian tribe or Alaska Native group. If these students are frustrated by an inability to relate to a specific tribe or group, remind them that “there are no wrong answers” to any of the questions and they should answer the questions as best as they can.

Student Questionnaire—Grade 8

NIES 2009

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

	Nothing	A little	Some	A lot
a. Your American Indian or Alaska Native history	A	B	C	D
b. Your American Indian or Alaska Native traditions and culture (way of life, customs)	A	B	C	D
c. Issues today that are important to American Indian or Alaska Native people	A	B	C	D

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

This question refers to the extent to which the student is familiar with the following:

Your American Indian or Alaska Native history and Your American Indian or Alaska Native traditions and culture (way of life, customs): *Refers to the history and traditions of the particular American Indian tribe(s) or Alaska Native group(s) with which the student identifies. Many students learn their history and traditions through stories told by their parents. For example, the Apache will learn about the water monster, the Hopi about coyote, etc. Other students may learn through dance.*

Issues today that are important to American Indian or Alaska Native people: *Refers 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? Fill in **one** oval on each line.

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

This question refers to the frequency with which the student has participated in the following:

Ceremonies and gatherings for people from your American Indian tribe or Alaska Native group: Refers to activities such as potlatches and powwows that are associated with the particular American Indian tribe(s) or Alaska Native 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 tribe(s) or group(s).

Ceremonies and gatherings that bring people together from many different American Indian tribes or Alaska Native groups: Refers to activities involving multiple American Indian tribes or Alaska Native groups, such as teaching camps and lodges, hunting or whaling expeditions, or other activities with a specific American Indian or Alaska Native focus.

Other American Indian or Alaska Native activities: Refers to any other activity with a specific American Indian or Alaska Native focus in which the student has participated.

3. How often do members of your family talk to each other in your American Indian or Alaska Native language?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which an American Indian or Alaska Native language is used by members of the student's family; it is not necessary that the student understand or speak this language. Be sure that students understand that the question asks only about American Indian and Alaska Native languages, not other non-English languages, such as Spanish.

4. How often do people in your school talk to each other in your American Indian or Alaska Native language?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student's American Indian or Alaska Native language is used by staff and other students in the student's school; it is not necessary that the student understand or speak this language. Be sure that students understand that the question asks only about American Indian or Alaska Native languages, not other non-English languages, such as Spanish.

5. During 8th grade, how often have any of your teachers talked to your class about the history, traditions, and cultures (ways of life, customs) of American Indian or Alaska Native people?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the teacher has talked to the student's class about the history, traditions, and cultures (ways of life, customs) of American Indian or Alaska Native people during the current school year. "Talked to your class" refers 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.

6. During 8th grade, have you attended any of the following through your school? Fill in **one** oval on each line.

	Yes	No, but other 8th-grade students did.	No field trips were offered to 8th-grade students.
a. Presentations by American Indian or Alaska Native people about their traditions and cultures (ways of life, customs)	A	B	C
b. American Indian or Alaska Native art and craft demonstrations	A	B	C
c. Traditional American Indian or Alaska Native music and/or dance performances	A	B	C
d. Field trips to museums, traditional villages, or other places to learn about American Indian or Alaska Native people	A	B	C

This question asks whether the student has attended, during the current school year, culturally relevant presentations, demonstrations, or performances or visited places to learn more about American Indian or Alaska Native heritage through programs offered through his or her school.

7. During 8th grade, have you used any of the following materials? Fill in **one** oval on each line.

	Yes	No
a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs)	A	B
b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people	A	B

This question asks whether the student, during the current school year, has used books, videos, websites, or computer software to learn more about his or her American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) or to find out more information about current issues that are important to his or her tribe or group. The materials may have been used for personal pleasure reading or for school projects and assignments, and the materials could have been found in the school library, a public library, on the Internet, in the student's home, or any other place.

8. During 8th grade, have you used any of the following materials from your school library? Fill in **one** oval on each line.

	Yes	No
a. Books, videos, websites, or computer software about American Indian or Alaska Native history, traditions, and cultures (ways of life, customs)	A	B
b. Books, videos, websites, or computer software about current issues that are important to American Indian or Alaska Native people	A	B

This question asks whether the student, during the current school year, has used books, videos, websites, or computer software from the school library to learn more about his or her American Indian or Alaska Native history, traditions, and cultures (ways of life, customs) or to find out more information about current issues that are important to his or her tribe or group. The materials may have been used for personal pleasure reading or for school projects and assignments.

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

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

This question refers to the frequency with which the student reads for fun and not 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 as 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 printed or online books, newspapers, magazines, comic books, etc.

If a student indicates that he or she has already answered this question in another questionnaire, please instruct him or her to answer it again.

10. Here are some sentences about reading. Fill in **one** oval on each line to show whether the sentence describes a person like you.

	This is not like me.	This is a little like me.	This is a lot like me.
a. When my teacher talks about something interesting, I try to read more about it.	A	B	C
b. I enjoy reading long stories (for example, chapter books).	A	B	C
c. I enjoy reading about American Indian or Alaska Native people.	A	B	C
d. I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have.	A	B	C

When my teacher talks about something interesting, I try to read more about it: Refers to reading the student does on his or her own initiative, not reading assigned to him or her after an interesting topic has been introduced by the student's teacher in class. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

I enjoy reading long stories (for example, chapter books): Refers to stories divided into parts or chapters, or those that would take more than one reading session to finish. If a student is concerned that a story is long enough to be included, encourage him or her to think about a chapter in a book. The stories could be found in online or printed materials. The student should express his or her opinion.

I enjoy reading about American Indian or Alaska Native people: Refers to people who are identified as American Indian or Alaska Native people. These people may or may not share the same tribal or group affiliation as the student. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have: Refers to people whose ways of living are markedly different from that of the student. It can include differences in culture, nationality, and other factors. The reading could be done using printed or online materials including books, magazines, articles, newspapers, etc. The student should express his or her opinion.

11. How do you rate yourself in reading?
- A Poor
 - B Average
 - C Good
 - D Very good

This question asks the student to evaluate how well he or she does in general in reading, not just how well he or she does in reading class. Any criteria that the student selects as a basis for determining how well he or she reads are appropriate. The student should not consider how others, including teachers, might rate him or her. The student should express his or her opinion.

12. How often do you do mathematics for fun on your own time (for example, play mathematics games or solve mathematics puzzles)?
- A Never or hardly ever
 - B Once or twice a month
 - C Once or twice a week
 - D Every day or almost every day

This question refers to the frequency with which the student does mathematics activities that are not done as part of assigned schoolwork. Any mathematics a student does, whether at school or at home, in order to complete a class assignment should not be included even though the student may enjoy the assignment. If a student chooses to do mathematics 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. The mathematics activities may be paper-and-pencil, computer-based, or any other medium.

13. When my teacher talks about mathematics, I try to learn more about it.
- A This is not like me.
 - B This is a little like me.
 - C This is a lot like me.

When my teacher talks about mathematics, I try to learn more about it: Refers to initiatives by the student to learn more about mathematics, not activities assigned by the teacher. The student should express his or her opinion.

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

	Nothing	A little	Some	A lot
a. American Indian or Alaska Native systems of counting	A	B	C	D
b. American Indian or Alaska Native symbols and designs used in mathematics	A	B	C	D

This question refers to the extent to which the student knows about specific components of mathematics that are unique to American Indian tribes or Alaska Native groups. Examples of systems of counting include counting the gaps between the fingers (which could represent a base-8 or base-16 counting system) or knotted cord systems. Examples of symbols and designs include pictograms (such as totem carvings) combined with tally marks. In all cases, the student needs to express his or her evaluation of his or her level of knowledge.

15. How do you rate yourself in mathematics?

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

This question asks students to evaluate how well he or she does in general in mathematics, not just how well he or she does in mathematics class. Any criteria that the student selects as a basis for determining how well he or she does in mathematics are appropriate. The student should not consider how others, including teachers, might rate him or her. The student should express his or her opinion.

16. How often do any of the following people help you with your schoolwork? For example, they might help you to study for a test, help you with a school project, or go over your homework with you. Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a. A parent or someone else from my family	A	B	C	D
b. A teacher or another adult from my school	A	B	C	D
c. Another student	A	B	C	D
d. Someone else who lives in my community or is a friend of my family	A	B	C	D

This question refers to the frequency with which the student gets assistance with schoolwork in-person, over the phone, via e-mail, or any other means from the following people:

A parent or someone else from my family: Refers to parents or other family members. See the introductory comments for an explanation of what is meant by “my family.” If a student attends boarding school, he or she may have fewer opportunities to obtain help from family members. It is appropriate for his or her answers to reflect this reality.

A teacher or another adult from my school: Refers to teachers or other adults associated with the student’s school.

Another student: Refers to any other student, whether the other student is in the student’s class or is a friend but is in another class or attends another school.

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.

17. During 8th grade, how often have you talked with any of your teachers outside of regular class periods (for example, to get extra help with your assignments, to talk about issues that matter to you, or just to visit)?

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

This question refers to the frequency with which the student has had contact with his or her teacher during the current school year, outside of class time, regardless of what the student and teacher talk about. The communication between the student and teacher should be verbal, rather than written; e.g., e-mails should not be included as talking to a teacher.

18. During 8th grade, have you played a sport or belonged to a drama, music, or other club at school?

- A Yes
- B No

This question asks the student whether he or she has participated in any voluntary extracurricular activity at school during the current school year. The student should include participation in all types of activities, such as varsity and inter-mural athletic teams, debate squads, chess clubs, musical organizations, service clubs, school newspaper, school senate, etc.

19. During 8th grade, how many times have you talked to each of the following people about the classes you should take in high school or about what you want to do after high school? Fill in **one** oval on each line.

	Never	One time	Two or three times	Four or more times
a. A family member	A	B	C	D
b. A teacher	A	B	C	D
c. A school counselor	A	B	C	D
d. Another student	A	B	C	D
e. Someone outside of your family or school	A	B	C	D

This question refers to the frequency with which the student has talked, during the current school year with a variety of people about the high school courses he or she should take or about what he or she wants to do after high school.

20. Which of the following would you plan to do in your first year after high school? Fill in as many ovals as apply.
- | | |
|--------------------------------------------------------------------------------------------------|---|
| a. Go to college full time | A |
| b. Go to college part time | B |
| c. Go to another school (for example, career training, technical, or trade/vocational) full time | C |
| d. Go to another school (for example, career training, technical, or trade/vocational) part time | D |
| e. Join the military | E |
| f. Work full time | F |
| g. Work part time | G |
| h. Travel | H |
| i. Care for family | I |
| j. I don't know. | J |

This question gives the student several options for what he or she might do immediately after high school and asks the student to reflect on whether the option is something he or she is or is not likely to do. A student should be encouraged to give his or her best answers even though the student's expectations for the future may be relatively undeveloped.

Career training, technical, or trade/vocational school: Refers to schools in which a student learns a specific occupation, such as computer repair, cosmetology, etc. and may receive a certificate but not a college degree.

21. How much are the things you are learning in school preparing you for the life you want to lead?
- A Not at all
 - B A little
 - C A fair amount
 - D Very much

This question attempts to gauge the relevance the student attaches to schoolwork. "The life you want to lead" might be interpreted to mean 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.

22. How much do you like school?
- A Not at all
 - B A little
 - C Somewhat
 - D Very much

This question refers to the extent to which the student likes learning in school.

23. Do you know the name of the American Indian tribe or Alaska Native group you belong to or are enrolled in?

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

This question asks the student if he or she can identify his or her American Indian tribe(s) or Alaska Native group(s). Do not give assistance other than to offer or confirm locally appropriate synonyms for American Indian tribes or Alaska Native groups, such as mesa or colony. Emphasize that there are no "wrong" answers.

24. If you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please print it on the line below. Do not worry about spelling. If you belong to more than one American Indian tribe or Alaska Native group, write the names of as many as you know.

This question asks students who know the name(s) of their American Indian tribe(s) or Alaska Native group(s) to print them on the line given. Do not give assistance about names of groups, tribes, mesas, or colonies. Emphasize that correct spelling is not important. Students who answer "No" to the previous question are not expected to complete this question. Students who answer "I'm not sure" to the previous question should be encouraged to write what they think is (are) the names of their tribe(s) or group(s).

25. What else would you like to say about yourself, your school, or about American Indian or Alaska Native people? Use these lines to write your ideas.

This question gives the student the opportunity to add comments he or she would like to make about himself or herself and his or her background. It is an optional item, but the student should be encouraged to write ideas.

THANK YOU FOR PARTICIPATING.

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Preparing for Assessment Day Checklist (Chapter 2)

Procedure 5. Preparing the Booklets		
A	Check assessment booklet bundles.	<input type="checkbox"/>
	<ul style="list-style-type: none"> Verify the Bundle # on Bundle Slip matches number in Bundle # box in upper-right section of the Administration Schedule. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Verify prefixes on Bundle Slip match prefixes printed on the Administration Schedule. 	<input type="checkbox"/>
B	Record the line number and Session Number on the booklet cover.	<input type="checkbox"/>
C	Replace original booklet with separate accommodation booklet, if necessary.	<input type="checkbox"/>
D	Verify booklet ID number and attach student ID label.	<input type="checkbox"/>
	<ul style="list-style-type: none"> Begin with first student listed on the Administration Schedule and the first booklet in the first bundle for your session. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Match booklet ID number with column O of Administration Schedule. If accommodation booklet being used, match booklet number with ID in column P. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Attach student ID label to booklet cover. 	<input type="checkbox"/>
E	Check column Q for refusal, withdrawn, ineligible, and excluded students.	<input type="checkbox"/>
	<ul style="list-style-type: none"> If students are coded as refusal/withdrawn/ineligible/excluded, write the Administration Code on the student ID label and set booklet aside. 	<input type="checkbox"/>
F	Insert required ancillary materials inside the booklets.	<input type="checkbox"/>
G	Review Assessment Information Form and identify students who require accommodations.	<input type="checkbox"/>
H	Band together booklets.	<input type="checkbox"/>
	<ul style="list-style-type: none"> Band together booklets for refusal, withdrawn, ineligible, and excluded students along with original booklets for students receiving accommodation booklets. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Band together booklets for separate accommodation sessions. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Band together booklets for students participating in the regular session. 	<input type="checkbox"/>
I	Conduct a quality control (QC) check on the prepared booklets.	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 3)

Procedure 4. Receiving the Session Materials		
	Session Box (including assessment booklets with ancillary materials, accommodation booklets for separate sessions (if necessary), original Administration Schedule, and “Testing in Progress – Do Not Disturb” sign).	<input type="checkbox"/>
	Booklet Cover Poster (grades 4/8)	<input type="checkbox"/>
	10 blue calculators (grade 4)	<input type="checkbox"/>
	10 gray calculators (grades 8/12)	<input type="checkbox"/>
	Timer	<input type="checkbox"/>
	Extra ancillary materials	<input type="checkbox"/>
	No. 2 pencils	<input type="checkbox"/>
	NAEP 2009 Listing of Sampled Students in other sessions (if necessary)	<input type="checkbox"/>
	Copy of each Roster of Questionnaires (grades 4/8)	<input type="checkbox"/>
	Session Debriefing Form	<input type="checkbox"/>
	ESBQ Administration Schedule (if necessary)	<input type="checkbox"/>
	Copy of NIES Administration Schedule (if necessary)	<input type="checkbox"/>
	Student Appreciation Certificates (grade 4)	<input type="checkbox"/>
	Assessment Information Form	<input type="checkbox"/>
A	QC Assessment Booklets and review Assessment Information Form	<input type="checkbox"/>
B	Prepare Session Debriefing Form	<input type="checkbox"/>

Completing Activities Before the Assessment Checklists (Chapter 3) (continued)

Procedure 6. Preparing the Room		
A	Set out supplies.	<input type="checkbox"/>
	Set out materials for easy access. <ul style="list-style-type: none"> ▪ AA manual turned to the appropriate Session Script ▪ Administration Schedule ▪ NAEP 2009 Listing of Sampled Students (if multiple sessions in the school) ▪ Copy of each Roster of Questionnaires (grades 4/8) ▪ ESBQ Administration Schedule, if necessary ▪ NIES Administration Schedule, if necessary ▪ Timer ▪ Session Debriefing Form ▪ Assessment Information Form 	<input type="checkbox"/>
	Set out materials for distribution. <ul style="list-style-type: none"> ▪ Sharpened No. 2 pencils ▪ Student Appreciation Certificates (if appropriate) ▪ Prepared assessment booklets with appropriate ancillary materials inserted into the front cover ▪ Correct number of grade-appropriate calculators ▪ Extra calculators ▪ Extra ancillary materials 	<input type="checkbox"/>
B	Erase or conceal visual materials.	<input type="checkbox"/>
C	Post “Testing in Progress—Do Not Disturb” sign outside room.	<input type="checkbox"/>
D	Hang Booklet Cover Poster at the front of room (grades 4/8).	<input type="checkbox"/>
E	Write teacher names and corresponding teacher numbers on board (grades 4/8).	<input type="checkbox"/>
F	Write school ID number on board (grades 8/12).	<input type="checkbox"/>
G	QC check the assessment room.	<input type="checkbox"/>

Completing Activities After the Assessment Checklist (Chapter 6)

Procedure 3. Completing the Administration Schedule		
A	Enter Administration Code in column Q for every student listed on the Administration Schedule.	<input type="checkbox"/>
B	Enter Administration Code 52 for all unassigned booklets on Administration Schedule.	<input type="checkbox"/>
C	<p>Complete the Summary Box.</p> <ul style="list-style-type: none"> ■ Record total number of students who did not participate in the session “# Absent” box. Include students with Admin. Codes 40-45 and 48 in column Q. ■ Record total number of parent/student refusals in the “# Refused” box. Will be coded 46 – 47 and 49 in column Q. ■ Record total number of students assessed in the “# Assessed (Original Session)” box. This is the total of the Administration Codes 10-14 and 71-82 in column Q. 	<input type="checkbox"/>

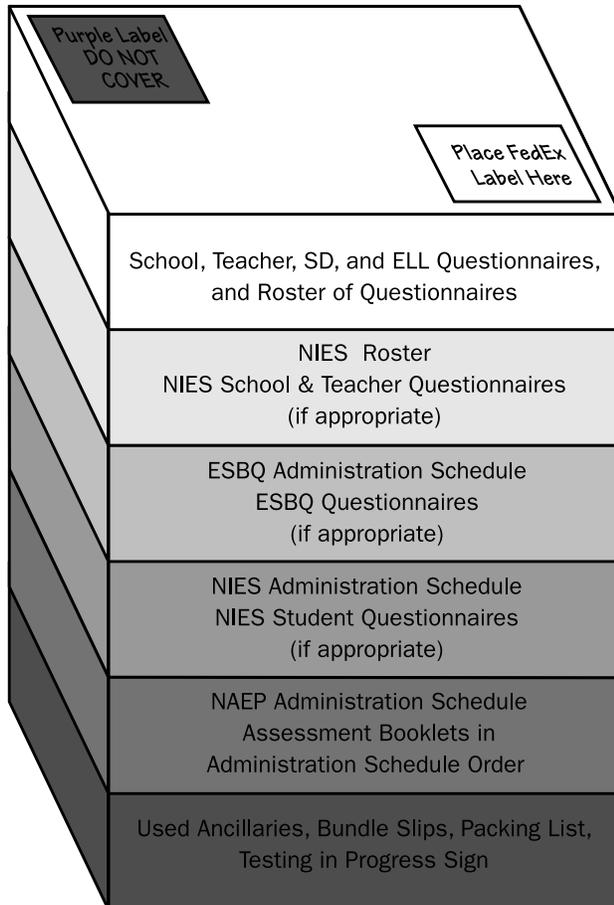
Procedure 4. Coding the Booklet Covers		
A	Organize all booklets back into Administration Schedule order.	<input type="checkbox"/>
B	Verify that the student ID labels are removed from booklets.	<input type="checkbox"/>
C	Ensure that all ancillary materials have been removed from the booklets.	<input type="checkbox"/>
D	Ensure that each booklet has the correct school ID number.	<input type="checkbox"/>
E	Verify that the students recorded their teacher numbers.	<input type="checkbox"/>
F	Transfer Administration Codes and Accommodation Codes to the student booklet covers.	<input type="checkbox"/>
G	Write an explanation on the booklet cover for an Administration Code that requires one (Administration Codes 12-14, 22-24, and 48).	<input type="checkbox"/>
H	Transfer the Planning Codes to the student booklet covers.	<input type="checkbox"/>
I	Code accommodations on the booklet cover.	<input type="checkbox"/>
J	Code the “Total Time for Accommodation (EXT)” boxes for extended time accommodations.	<input type="checkbox"/>
K	Band booklets together and place the Administration Schedule on top of the stack.	<input type="checkbox"/>
L	Provide materials to your AC to QC check.	<input type="checkbox"/>

Post-Assessment Checklist (Chapter 6)

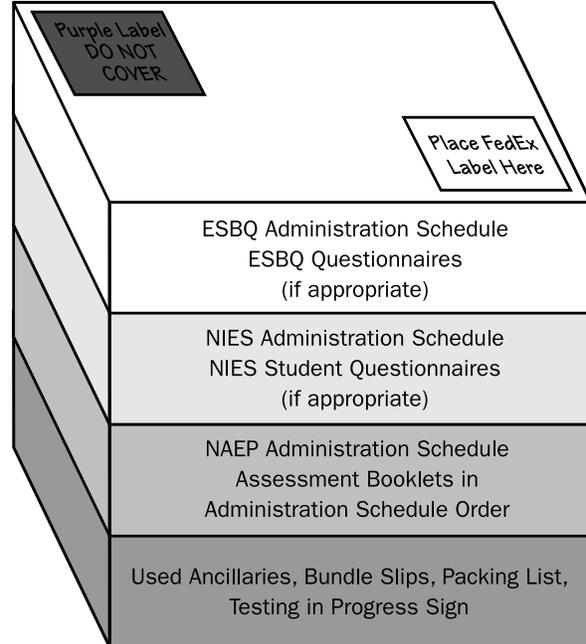
Procedure 6. Packing the Session Box(es)		
A	Pack the boxes according to Pearson procedure.	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place remaining ancillary materials that are not to be given to the AC into the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place all used and unused booklets, in Administration Schedule order, at the bottom of the box. <ul style="list-style-type: none"> ■ Place used accommodation booklets with the original booklets. ■ Fold large-print accommodation booklets and place on top of the stack of booklets. ■ Band all booklets together. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the original (blue) Administration Schedule in the box with student names removed. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If the NIES was administered, place the NIES booklets in Administration Schedule order. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the original NIES Administration Schedule in the box with student names removed. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If the ESBQ was administered, place the stack of ESBQ booklets in the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the original ESBQ Administration Schedule in the box with student names removed. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If the NIES was administered, place the NIES Roster of Questionnaires with names removed and the completed NIES School and Teacher Questionnaires in the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ If you have the box for session number ending in 01, place the Roster of Questionnaires (without names), and the completed School, Teacher, SD and/or ELL Questionnaires into the box. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> ■ Place the miscellaneous materials, such as packing lists and Bundle Slips, into the box last. 	<input type="checkbox"/>
B	Provide leftover session materials to your AC.	<input type="checkbox"/>
C	Provide Session Box to your AC for final QC check of session materials.	<input type="checkbox"/>

Post-Assessment Checklist (Chapter 6) (continued)

Session XX01 Box



Remaining Session Box(es)



Makeup Session Checklist (Chapter 7)

Conducting a Makeup Session	
Procedure 1. Secure Assessment Materials for the Makeup Session	<input type="checkbox"/>
Procedure 2. Meet the School Coordinator and Retrieve the NAEP Storage Envelope	<input type="checkbox"/>
Procedure 3. Organize the Booklets	<input type="checkbox"/>
Procedure 4. Prepare the Room	<input type="checkbox"/>
Procedure 5. Conduct the Makeup Session	<input type="checkbox"/>
Procedure 6. Complete the Administration Schedule	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Mark students attending makeup session with a check mark in the Attendance column. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Shade Makeup Held oval at top of Administration Schedule. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Change Administration Code for participating students to the appropriate Assessed in Makeup Session Codes (20-24) on Administration Schedule. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Complete Summary Box at top of Administration Schedule by entering # of students assessed and add the number assessed in original and number assessed in makeup to obtain the TOTAL ASSESSED. 	<input type="checkbox"/>
Procedure 7. Code the Booklet Covers	<input type="checkbox"/>
Procedure 8. Prepare the NAEP Storage Envelope	<input type="checkbox"/>
Procedure 9. Repack the Session Box and Return to Your AC	<input type="checkbox"/>
Procedure 10. Finalize the Session Debriefing Form and Return to Your AC	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Make sure the top of the form is complete. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Complete the Session Summary section. Place a check mark in the Yes or No columns for all items and record details in column labeled "Details." 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Complete the Reaction to Session box. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Record your view of the session. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Record unusual circumstances you encountered. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Record any questions that students asked during the session 	<input type="checkbox"/>

Conducting the ESBQ Checklist (Chapter 8)

Procedure 1. Receive and Review the ESBQ Administration Schedule		
Procedure 2. Prepare the ESBQ Booklets		
A	Record the line number and Session Number on the ESBQ booklet covers.	<input type="checkbox"/>
B	Affix preprinted student ID label.	<input type="checkbox"/>
C	Record the ESBQ booklet barcode ID number on the ESBQ Administration Schedule.	<input type="checkbox"/>
D	Insert the prepared ESBQ booklet in the back of the student assessment booklet cover.	<input type="checkbox"/>
Procedure 3. Administer the ESBQ		
Procedure 4. Complete the ESBQ Administration Schedule and Code the ESBQ Booklet Covers		
A	Enter an ESBQ Administration Code on the ESBQ Administration Schedule.	<input type="checkbox"/>
B	Enter an ESBQ Administration Code of 52 for all unassigned ESBQ booklets.	<input type="checkbox"/>
C	Complete the ESBQ Summary Box.	<input type="checkbox"/>
D	Organize ESBQ booklets back into ESBQ Administration Schedule order.	<input type="checkbox"/>
E	Verify that student ID labels are removed from the ESBQ booklets.	<input type="checkbox"/>
F	Enter the school ID number on the cover of each ESBQ booklet.	<input type="checkbox"/>
G	Record the ESBQ Administration Codes on the ESBQ booklet covers.	<input type="checkbox"/>
H	Record the NAEP student booklet ID number on the ESBQ booklet covers.	<input type="checkbox"/>
I	Band the ESBQ booklets together and place the ESBQ Administration Schedule on top of the stack.	<input type="checkbox"/>
J	Provide coded ESBQ booklets to your AC for a QC check.	<input type="checkbox"/>

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NAEP 2009

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IMPORTANT INFORMATION

HELP DESK FOR SCHOOLS:

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