



Reading and Writing Teacher Questionnaire

2011
Grade 8

TEACHER QUESTIONNAIRE

GRADE 8 – READING AND WRITING

During the 2010–2011 school year, a sample of students across the country, including some of your eighth-grade students, will participate in the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in reading, mathematics, science, and writing. To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach reading and writing to one or more students selected for the assessment, you are being asked to answer questions about these students' classes.

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Instructions

This questionnaire contains three parts.

Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Reading

Part III – Classroom Organization and Instruction–Writing

You should complete all parts. Please record your answers online, following the instructions on the front cover. If you do not have Internet access, please answer questions directly on this questionnaire by filling in the appropriate ovals.

If you do answer questions directly on this questionnaire, please return the questionnaire to your school's NAEP coordinator when you are finished.

THANK YOU VERY MUCH.

Reading/Writing Teacher Questionnaire – Grade 8

Part I: Background, Education, and Training

For some questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as:

0 9 5

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

VB331330

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

2. Which of the following best describes you? Fill in **one or more ovals**.

VB331331

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

Questions 3–4. For the next two questions, include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching.

VB337243

3. Counting this year, how many years have you worked as an elementary or secondary teacher? If less than 4 months total experience, enter “00.”

Years

VB380355

4. Counting this year, how many years have you taught reading, writing, or language arts in grades 6 through 12? If less than 4 months total experience, enter “00.”

Years

VC309863

5. Did you enter teaching through an alternative certification program?

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

Yes

No



VC309874

6. What type of teaching certificate do you hold in the state where you currently teach?
- Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 8.*
 - Ⓑ Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 7.*
 - Ⓒ Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained → *Go to Question 7.*
 - Ⓓ Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 7.*
 - Ⓔ I do not hold any of the above certificates in the state where I currently teach. → *Go to Question 7.*

VB595188

7. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching?
- Ⓐ Yes
 - Ⓑ No

VC309886

8. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?
- (Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrate competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB) Act.)
- Ⓐ Yes
 - Ⓑ I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
 - Ⓒ No



VC309891

9. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- Ⓐ Yes, I am fully certified by the National Board for Professional Teaching Standards.
- Ⓑ I am working towards my National Board certification.
- Ⓒ No

HE001012

10. What is the highest academic degree you hold?

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



11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378391
b. English	Ⓐ	Ⓑ	Ⓒ	VB378392
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378394
d. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VB595189
e. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113515
f. English language learning	Ⓐ	Ⓑ	Ⓒ	VE113516

VB345619

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378395
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378396
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378398
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595190
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562





13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn English/ language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310661
b. Content standards in English/ language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310705
c. Curricular materials available in English/language arts (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310706
d. Instructional methods for teaching English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310707
e. Methods for assessing students in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310708
f. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310710
g. Strategies for teaching English/ language arts to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310711

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**? Fill in **one** oval on each line.

- | | Yes | No | |
|--|---------------------------|---------------------------|----------|
| a. College course taken after your first certification | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482599 |
| b. Workshop or training session | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482600 |
| c. Conference or professional association meeting | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482601 |
| d. Observational visit to another school | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482642 |
| e. Mentoring and/or peer observation and coaching as part of a formal arrangement | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482643 |
| f. Committee or task force focusing on curriculum, instruction, or student assessment | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482644 |
| g. Regularly scheduled discussion or study group | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482645 |
| h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482646 |
| i. Individual or collaborative research | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482647 |
| j. Independent reading on a regular basis—for example, educational journals, books, or the Internet | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482648 |
| k. Co-teaching/team teaching | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482649 |
| l. Consultation with language arts specialist | <input type="radio"/> (A) | <input type="radio"/> (B) | VB482650 |





15. During the last **two years**, have you received training from any source in any of the following areas? Fill in **one** oval on each line.

VC191232

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191233
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191234
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191235
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191237
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191238

16. Do you have special leadership responsibilities for reading or language arts education at your school—for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher?

VB595191

- A Yes
- B No

17. During the last **two years**, have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards?

VC304724

- A Yes
- B No

Part II: Classroom Organization and Reading Instruction

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

VC310850

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.

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

VB473856

2. How many students are in this class?

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more



VB345730

3. About how much time in total do you spend with one of your eighth-grade language arts classes in a typical week?

- Ⓐ Less than 3 hours
- Ⓑ 3–4.9 hours
- Ⓒ 5–6.9 hours
- Ⓓ 7–9.9 hours
- Ⓔ 10 or more hours

VB379296

4. Which best describes how language arts instruction is organized for eighth-grade students at this school? Fill in **one** oval.

- Ⓐ Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- Ⓑ Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
- Ⓒ Language arts lessons are primarily integrated with instruction in other subjects.



VC976556

5. To what extent have you provided instruction in the following in English/language arts class so far this year? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976557
b. Literary nonfiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976558
c. Poetry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976559
d. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976560
e. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976561
f. Procedural texts and documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976562

VC976477

6. When reading a story with your students, how often do you ask your students to do the following? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976480
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976481
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976482
d. Identify the main themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976484
e. Relate the passage, its characters, and/or its themes to their own lives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976485



VC976563

7. How often do you do the following things as part of English/language arts instruction with this class? 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. Ask students to read aloud	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976564
b. Ask students to write about something they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976565
c. Give students time to read books they have chosen themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976566
d. Ask students to do a group activity or project about what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976567
e. Ask students to explain or support their understanding of what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976568
f. Watch movies, videos; or listen to tapes, compact discs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976569
g. Ask students to make predictions about what they read as they are reading it	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976570

VC310622

8. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in class? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate/Recall	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310623
b. Integrate/Interpret	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310625
c. Critique/Evaluate	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310627

VE013702

9. Are computers available for use by you or your students for English/language arts instruction?

- Ⓐ Yes, computers are available to my students and to me.
- Ⓑ Yes, I have access to computers, but my students do not.
- Ⓒ No, neither my students nor I have access to computers at school.

VC976571

10. In your eighth-grade English/language arts class this year, how often do your students use a computer or other technological resources to do each of the following? 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. Build and practice vocabulary	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976572
b. Increase reading fluency and comprehension	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976573
c. Practice spelling and grammar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976574
d. Access reading-related websites (for example, websites with lists of recommended books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976577
e. Conduct research for reading projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976578





VC976580

11. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for English/language arts instruction?

- Ⓐ I do not have the resources I need.
- Ⓑ I have some of the resources I need.
- Ⓒ I have most of the resources I need.
- Ⓓ I have all of the resources I need.

VC976581

12. When you teach English/language arts to your eighth-grade class, do you do any of the following? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976582
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976583
c. Pace my teaching differently for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976584
d. Have some students engage in different classroom activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976585
e. Set different achievement standards for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976586

13. How often do you do each of the following with individual students to evaluate their progress in English/language arts? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976589
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976590
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976591
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976592



Part III: Classroom Organization and Instruction – Writing

The following questions ask about the organization of your classroom for writing instruction. If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

1. To what extent do you use each of the following technological resources for writing instruction? Fill in **one** oval on each line. VE217585
- | | Not at all | Small extent | Moderate extent | Large extent | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Desktop computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217586 |
| b. Laptop computer | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217587 |
| c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217588 |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217590 |
| e. CD-ROM, DVD-ROM | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217591 |
| f. Digital media device (e.g., pocket-sized music player, e-book reader, or other portable media player) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217593 |
| g. Cable/satellite/closed-circuit television | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217594 |
| h. Online content (e.g., online software, podcasts, or streaming videos) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VE217595 |



VE087389

2. Which statement best describes computer availability for your writing instruction?

- Ⓐ There is no computer for student use.
- Ⓑ There is one computer shared by all students.
- Ⓒ More than three students share one computer.
- Ⓓ Two or three students share one computer.
- Ⓔ Each student has a computer.

VE087398

3. Do you have access to the Internet when you teach writing to your students?

- Ⓐ Yes, always
- Ⓑ Yes, sometimes
- Ⓒ No

VE088134

4. How often do you ask your students to write for each of the following purposes?
Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Explain (e.g., provide information about a topic or steps in a process)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088137
b. Persuade (e.g., convince someone to do something)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088140
c. Convey experience (e.g., write about personal or imagined experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088141



VE088048

5. How often do you ask your students to write to each of the following audiences? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Family members	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088059
b. School officials	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088062
c. Other students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088085
d. Community organizations, government officials, or businesses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE451443

VE088149

6. How often do you ask your students to write the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Informational essays	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE112054
b. Letters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088152
c. Speeches	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088154
d. Personal essays	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088155
e. Stories	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088156
f. Poems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088157
g. Journal entries	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088158
h. Book reviews	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088160
i. Multi-step instructions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088161

VE088164

7. How often do you allow your students to choose the form (e.g., stories, poems, essays) they use in a writing assignment?

- Ⓐ Never
- Ⓑ Less than half of the time
- Ⓒ About half of the time
- Ⓓ More than half of the time

VE088166

8. Overall, what percentage of your instructional time teaching writing is spent on each of the following? Fill in **one** oval on each line.

	0-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Development of ideas	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ	VE088173
b. Organization of ideas	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ	VE088174
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ	VE088175
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	<input type="radio"/> Ⓕ	VE088177

VE088219

9. During the past two years, which describes your participation in workshops or training sessions on writing?

- Ⓐ I did not attend any workshops about writing.
- Ⓑ I attended workshops that met for less than a day.
- Ⓒ I attended workshops that met for a full day.
- Ⓓ I attended workshops that met for more than one day.



VE032921

10. During the past two years, have you written outside of school for publication or public presentation?

- (A) Yes
- (B) No

VE088348

11. How often do you ask your students to do the following when you ask them to write about something? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Very often	Always or almost always	
a. Use a computer for drafting and revising their writing	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	VE088361
b. Use a computer to complete writing that is started by hand	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	VE088363
c. Use word processing tools to check spelling or use a dictionary or thesaurus	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	VE088364
d. Use the Internet to get information for their writing	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	VE088366
e. Assess their own writing by using a specific rubric	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	VE088371
f. Assess the writing of other students by using rubrics	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	VE088375

VE088381

12. How often do you use computers as part of your delivery of classroom instruction to your students (excluding planning)?

- (A) Never or hardly ever
- (B) Sometimes
- (C) Very often
- (D) Always or almost always



VE088385

13. Based on keyboarding instruction at your school, which of the following best describes the keyboarding skills expected of students at the grade level you teach?

- Ⓐ No typing skill is expected because we do not give formal keyboarding instruction.
- Ⓑ Two-finger typing
- Ⓒ Basic touch-typing
- Ⓓ Rapid and accurate touch-typing

VE088182

14. When grading/evaluating your students' writing, approximately what percentage of the grade/evaluation is based on each of the following? Fill in **one** oval on each line.

	0-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Development of ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE088184
b. Organization of ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE088186
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE088188
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE088189