



# Mathematics Teacher Questionnaire

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**2017  
Grade 8  
(Pilot)**

**Pilot**

NOTE: These items are being pilot tested in 2017 for possible inclusion in the 2019 NAEP operational assessment. Some items that are pilot tested may not be included in the final assessment. A pilot is a pretest that occurs prior to an assessment.

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
  - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
  - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
  - Ⓓ Yes, I am Cuban or Cuban American.
  - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
  - Ⓑ Black or African American
  - Ⓒ Asian
  - Ⓓ American Indian or Alaska Native
  - Ⓔ Native Hawaiian or other Pacific Islander

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

VH240201

4. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VH240196

5. Have you been awarded tenure by the school or district where you currently teach?

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

VH240197

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

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

7. Did you enter teaching through an alternative route to certification program?

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

- Ⓐ Yes
- Ⓑ No

8. 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

9. 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.)

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No *Question 12 is not applicable and will be skipped.*

VH241785

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

VH241899

13. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH241900
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241901
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241904
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241910

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VH241893

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

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

VH294995

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

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

VH295076

16. In this school year, have you participated in training on computers or other digital devices through your school?

- A No  
 B Once  
 C Twice  
 D Several times

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VH617404

17. In this school year, did your school provide you with a **laptop computer** (including Chromebooks) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
  - Ⓑ Yes, but I cannot take it home.
  - Ⓒ No

VH617411

18. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?
- Ⓐ Yes, and I can take it home.
  - Ⓑ Yes, but I cannot take it home.
  - Ⓒ No

VH592056

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

VH592052

20. How well do the **desktop computers** in your school work?
- Ⓐ All computers are functional and operate quickly.
  - Ⓑ All computers are functional, but some run more slowly than others.
  - Ⓒ All computers are functional, but all or almost all run slowly.
  - Ⓓ Some of the computers do not operate and cannot be used.
  - Ⓔ I don't know.

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

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

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

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

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

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

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

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

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VH305005

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

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

26. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

VH329966

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

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The following questions ask about the organization of your classroom for mathematics 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.

Pilot

VH240054

1. Which best describes your role in teaching mathematics to this class?
- Ⓐ I do not teach mathematics to this class. *Questions 2–19 are not applicable and will be skipped.*
  - Ⓑ I teach all or most subjects, including mathematics.
  - Ⓒ The only subject I teach is mathematics.
  - Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

VH261160

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

VH336581

3. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.

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

VH336584

4. Are students assigned to this class by achievement level?

- Ⓐ Yes
- Ⓑ No

VH240060

5. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

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6. Approximately how much mathematics homework do you assign to students in this class each day?

- Ⓐ None
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ One hour
- Ⓕ More than one hour

7. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269922
b. Extend mathematics learning with enrichment activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269923
c. Research mathematics topics on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269924

8. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

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

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted.

10. In your mathematics class this year, how often do you use assessment results to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Discuss the progress your students have made toward individually set goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269862
b. Adjust your teaching strategies to meet the current learning needs of individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269864
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269865
d. Discuss class progress with school administrators	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269868
e. Discuss class progress with other colleagues	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269871

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11. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No	
a. Textbooks provided by your district or school	Ⓐ	Ⓑ	VH270257
b. Other materials provided by your district or school	Ⓐ	Ⓑ	VH270258
c. Materials found on the Internet	Ⓐ	Ⓑ	VH270259
d. Materials you have created	Ⓐ	Ⓑ	VH617626
e. Other materials (Please specify): _____	Ⓐ	Ⓑ	VH270260

Pilot

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12. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Make assumptions	(A)	(B)	(C)	(D)	(E)	VH617994
b. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617995
c. Use models to explain calculations	(A)	(B)	(C)	(D)	(E)	VH270284
d. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	(A)	(B)	(C)	(D)	(E)	VH270285
e. Evaluate a problem-solving process	(A)	(B)	(C)	(D)	(E)	VH270286
f. Create equations	(A)	(B)	(C)	(D)	(E)	VH270288
g. Relate what your students know to the real world and make sense of it mathematically	(A)	(B)	(C)	(D)	(E)	VH270289
h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	(A)	(B)	(C)	(D)	(E)	VH270290
i. Examine patterns in tables and graphs to generate equations and describe relationships	(A)	(B)	(C)	(D)	(E)	VH270292

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VH240850

13. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

VH240899

14. When you teach mathematics to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902

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VH269351

15. How often do you use each of the following to assess student progress in mathematics? Select **one** circle in each row.

	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	
a. Multiple-choice tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH269353
b. Small project-based assignments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH269357
c. Individual students collaborating on group assignments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH336538

VH269925

16. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Regularly discuss each student's current level of performance with them	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269926
b. Set goals for specific progress the student would like to make	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269928
c. Discuss progress the student has made toward goals previously set	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269931

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VH270305

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

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

VH270361

18. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

- A Never
- B About once or twice a year
- C About once or twice a month
- D About once or twice a week
- E Every day or almost every day

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19. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

Pilot

1. Have you been awarded tenure by the school, district, or diocese where you currently teach?
- Ⓐ Yes
  - Ⓑ No
  - Ⓒ My school, district, or diocese does not award tenure.

Pilot

If you do not teach Reading, please do not answer the next 2 questions.

2. When you teach English/language arts, how often do you use the following strategies? Select **one** circle in each row.

VH334360

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	(A)	(B)	(C)	(D)	(E)	VH334361
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH334362
c. I create student groups with different achievement levels.	(A)	(B)	(C)	(D)	(E)	VH548665
d. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH334363
e. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	(E)	VH334368
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	(A)	(B)	(C)	(D)	(E)	VH562894
g. I ask students to work independently on an assignment or task.	(A)	(B)	(C)	(D)	(E)	VH548666
h. I ask students to work independently on a task they choose themselves.	(A)	(B)	(C)	(D)	(E)	VH548667
i. Other strategies (Please specify): _____	(A)	(B)	(C)	(D)	(E)	VH562900

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3. In your eighth-grade English/language arts class this year, how often do your students do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH547868
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH617114
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH617116
d. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH547871
e. Conduct research for projects	(A)	(B)	(C)	(D)	(E)	VH547872

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If you do not teach Mathematics, please do not answer the next 4 questions.

4. In your mathematics class this year, do you use any of the following instructional materials during instruction? Select **one** circle in each row.

VH548937

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548938
b. Other materials provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548939
c. Materials found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548940
d. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548947
e. Digital manipulatives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548942
f. Physical manipulatives (for example, ruler, protractor, compass)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548945
g. Digital games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548948
h. Interactive whiteboard	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548944
i. Other materials not listed above (Please specify): ___	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> B	VH548941

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5. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use clear and precise language to discuss problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	VH562965
b. Use models to explain calculations	(A)	(B)	(C)	(D)	(E)	VH562966
c. Represent a problem in multiple ways including using numbers, words, pictures, and charts	(A)	(B)	(C)	(D)	(E)	VH562967
d. Use models to examine real-life and mathematical examples	(A)	(B)	(C)	(D)	(E)	VH549099
e. Evaluate a problem-solving process	(A)	(B)	(C)	(D)	(E)	VH562983
f. Create equations	(A)	(B)	(C)	(D)	(E)	VH562985
g. Relate what your students know to the real world and make sense of it mathematically	(A)	(B)	(C)	(D)	(E)	VH562988
h. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	(A)	(B)	(C)	(D)	(E)	VH562989
i. Evaluate the conclusions of other students	(A)	(B)	(C)	(D)	(E)	VH549107
j. Examine patterns in tables and graphs to describe relationships	(A)	(B)	(C)	(D)	(E)	VH562991

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6. Thinking about your eighth-grade mathematics classes this year, how often do you incorporate the following practices when teaching your students? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Posing questions during a lesson that will help students to reason and make sense of mathematical connections and relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547431
b. Using overall learning goals to guide instructional decisions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547434
c. Building procedural understanding to encourage the use of multiple problem-solving strategies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547433
d. Providing opportunities for students to productively struggle with mathematical ideas and relationships	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH547432

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7. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use definitions and notation precisely	(A)	(B)	(C)	(D)	(E)	VH547462
b. Justify and explain their reasoning	(A)	(B)	(C)	(D)	(E)	VH547463
c. Identify and correct flawed mathematical reasoning	(A)	(B)	(C)	(D)	(E)	VH547464
d. Construct arguments using tables, graphs, or diagrams	(A)	(B)	(C)	(D)	(E)	VH547468
e. Make, test, and validate conjectures	(A)	(B)	(C)	(D)	(E)	VH547466
f. Use examples or counterexamples to support or refute a mathematical conjecture	(A)	(B)	(C)	(D)	(E)	VH547467
g. Engage in deductive reasoning and informal proofs	(A)	(B)	(C)	(D)	(E)	VH547465

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8. In your mathematics class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach mathematics as a whole-class activity.	(A)	(B)	(C)	(D)	(E)	VH617289
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH617290
c. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH617291
d. I allow students to choose their own group.	(A)	(B)	(C)	(D)	(E)	VH617292

Pilot

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