

National Assessment Governing Board

Reporting and Dissemination Committee

Friday, May 19, 2017
10:30 am – 12:45 pm

AGENDA

10:30 – 10:35 am	Welcome <i>Rebecca Gagnon, Chair</i>	
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10:35 – 10:55 am	Updates: Arts Release and Strategic Vision <i>Stephaan Harris, Assistant Director for Communications</i> <i>Laura LoGerfo, Assistant Director for Reporting and Analysis</i>	Attachment A
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10:55 – 11:25 am	Understanding NAEP Contextual Variables '17 <i>Dan McGrath, NCES</i> <i>Jonas Bertling, ETS</i> <i>Robert Finnegan, ETS</i>	Attachment B
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11:25 am – 12:00 pm	Visioning for NAEP Reading and Mathematics Assessments <i>Laura LoGerfo</i> <i>Dan McGrath, NCES</i> <i>Robert Finnegan, ETS</i>	Attachment B
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12:05 – 12:45 pm	CLOSED: Review of Core Contextual Variables <i>Jamie Deaton, NCES</i>	Attachment C
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Initial NAEP Releases

<i>2016 Arts Report Card</i>	April 2017
<i>Mapping State Proficiency Standards Onto the NAEP Scales: Results From the 2015 NAEP Reading and Mathematics Assessments</i>	June 2017
<i>2017 Reading and Mathematics Report Card</i>	January 2018
<i>2017 Reading and Mathematics TUDA Report Card</i>	February 2018 (<i>see note below</i>)

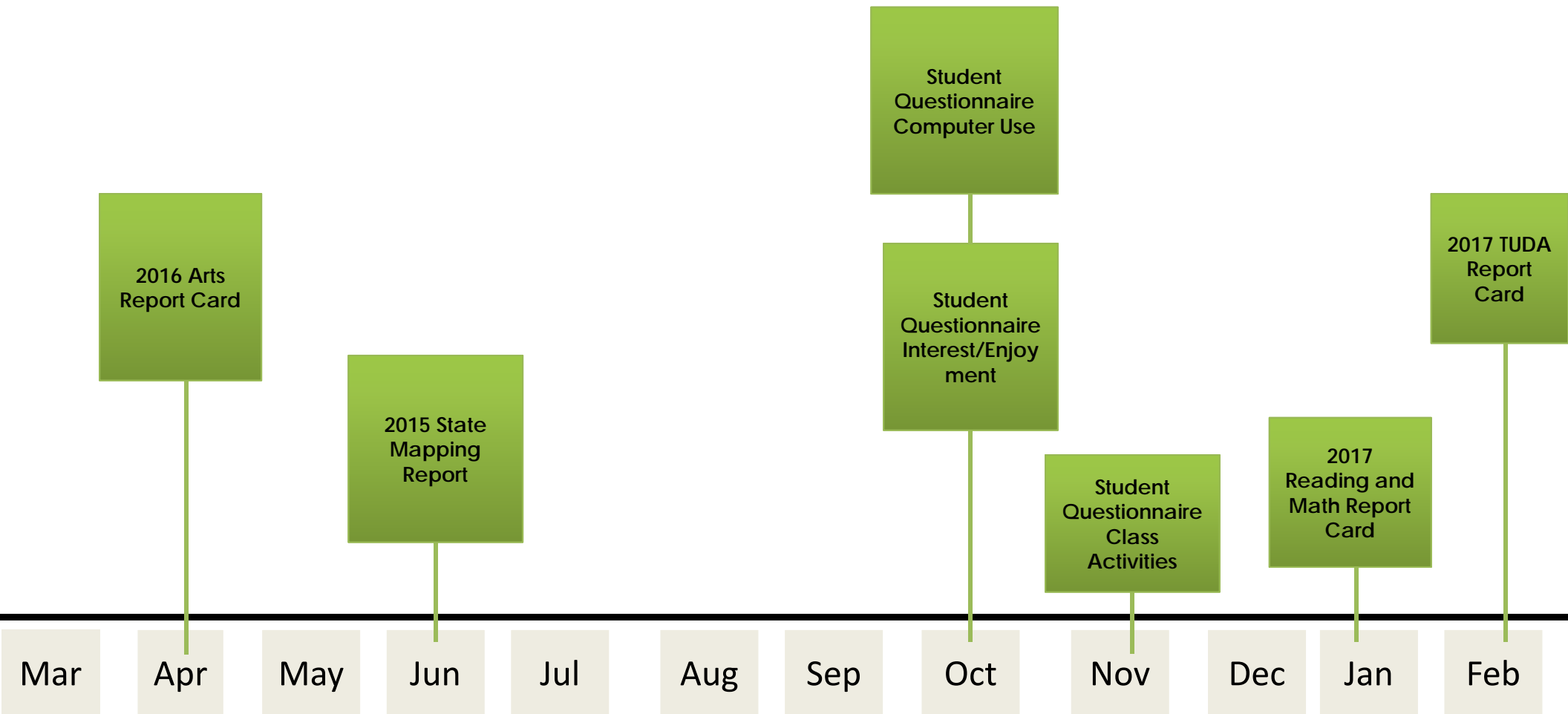
Other NAEP Reports

<i>Student Questionnaires: Interest and Enjoyment</i>	October 2017
<i>Student Questionnaires: Computer Use</i>	October 2017
<i>Student Questionnaires: Class Activities</i>	November 2017

Notes:

- All dates are estimated
- TUDA report card TBD—may be released with national and state report cards in January

Upcoming NAEP Report Releases 2017 - 18



National Assessment Governing Board

Strategic Vision Activities–Internal Discussion Draft

On November 18, 2016, the National Assessment Governing Board unanimously adopted its Strategic Vision to focus the Board’s work from 2017-2020. This approval marked the beginning of the implementation phase which is to be overseen by the Governing Board and conducted primarily by the Board staff in large partnership with the National Center for Education Statistics (NCES). As the Strategic Vision initiative transitions to the Governing Board staff to implement, the March 2017 Board meeting is a critical time for Board members to provide policy guidance and direction on the work planned. In preparation, the Executive Committee worked with the staff—including a two-day in-person meeting in February—to develop a draft set of activities and assignments. The following pages reflect the work product resulting from those meetings. Note that this is an **internal** working document to stimulate Board discussion and support the work of the staff (it will not be made public or offered for Board action).

At the March 2017 Board meeting, the Assessment Development Committee (ADC), Committee on Standards, Design and Methodology (COSDAM), and the Reporting and Dissemination Committee (R&D) will build on the Executive Committee’s efforts. Each committee will discuss the work necessary to accomplish the goals and priorities set forth in the Strategic Vision. Possible committee discussion topics include:

- *Are these activities aligned with the Strategic Vision?*
- *Are these the right activities?*
- *What are the priority items for staff to undertake (if not already underway)?*
- *Do we agree with the committee assignments?*
- *Which activities are best accomplished with a Board task force (vs. committee)?*

The following pages identify the proposed activities for each of the priorities established in the Strategic Vision. The Inform goal has four priorities and the Innovate goal has six priorities. In this draft the priorities are numbered 1-10 based on order of appearance in the Strategic Vision, not the order of importance. The activities are presented with two organizational structures on the following pages, they are organized by the:

- Strategic Vision’s goals and priorities (pages 2–12); and the
- Proposed lead oversight body (pages 13–21).

Though most activities will be led by a Board committee, certain projects may be best accomplished through a task force. Items that do not warrant committee oversight are assigned exclusively to staff (staff work is implicit in all of the activities). The document also includes items being implemented exclusively by NCES, yet are critical to the success of the Strategic Vision. NCES is a critical partner in the Board’s work, and coordination between the Governing Board staff and NCES is implicit in all of the activities. This draft highlights key activities related to the Strategic Vision; it is not a comprehensive list of all the work undertaken by the Governing Board or being coordinated with NCES (e.g., some but not all of the activities the Board will undertake as a result of the National Academies of Science NAEP Achievement Levels evaluation (NAS Report) are aligned with the Strategic Vision).

The activities are color-coded by the lead oversight body:

ADC	COSDAM	R&D	Exec. Comm.	Task Force	Staff	NCES Lead
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Strategic Vision Activities

—Organized in accordance with the Strategic Vision—

#1 Inform — Strengthen and expand partnerships by broadening stakeholders’ awareness of NAEP and facilitating their use of NAEP resources.

<p>1.a) Promote NAEP results and resources beyond the initial release date, through person-to-person outreach with leaders, participation in stakeholder events, briefings, engaging in media tours, and attending conferences and other events <i>(formerly 4d)</i></p> <ul style="list-style-type: none"> i. Maintain database of points of contact for Board partners (e.g., Department of Education, Congress, media, business, policy-makers, organizations), along with schedule of annual conferences, conventions, programs, and events where the Governing Board should be represented. <i>(formerly 1a, 1c)</i> ii. Follow up with established partners to ensure that valuable relationships and avenues for dissemination do not wither. iii. Forge new partnerships in areas where Board currently lacks connections. <i>(formerly 1a)</i> iv. Consider the effectiveness of Board outreach through hosting stakeholder panel sessions during Board meetings and creating publicly-available summaries after each session. 	R&D
<p>1.b) Develop focused analyses of NAEP results that explore findings and variables not traditionally highlighted in initial release, i.e., especially and specifically both core contextual and subject-specific contextual data, for use and dissemination by partners.</p>	R&D
<p>1.c) Conduct a portion of the Board’s official business in diverse regions of the country to expand outreach opportunities.</p>	Staff
<p>1.d) Support NCES in its efforts to establish a secondary research grant program to encourage researchers’ use of NAEP data.</p>	NCES Lead w/Exec. Comm.

#2 Inform — Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments

2.a) Incorporate ongoing linking studies to external measures of current and future achievement to evaluate the NAEP scale and add meaning to NAEP achievement levels in reporting. Consider how additional work could be pursued across multiple subject areas, grades, national and international assessments, and longitudinal outcomes. (NAS Report)	COSDAM w/NCES and R&D
2.b) Following release of the Commission on Evidence-Based Policymaking Report, identify opportunities to promote the use of NAEP data with other federal data sets.	R&D w/NCES
2.c) Learn from reporting of international assessments for utility, value, and applicability to NAEP reporting (<i>formerly 8c</i>)	R&D
2.d) Following the release of the Commission on Evidence-Based Policymaking Report, work with NCES to connect NAEP results to other administrative and survey data.	NCES Lead w/COSDAM and R&D
2.e) Support additional linking studies between NAEP and international assessments to provide information about how the nation and states compare to other countries.	NCES Lead w/COSDAM and ADC

#3 Inform — Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice.

3.a) Create template and/or tool that can support the quick creation of infographics, especially based on contextual data (<i>formerly 4e</i>); This tool to “Build Your Own Report” would empower the user, demonstrate what data interest users, and reduce the overwhelming quantity of NAEP results in a given report	R&D
3.b) Develop “menu of engagement,” i.e., provide partners with three or four options that the Governing Board can create to support and/or supplement partners’ outreach efforts, e.g., videos, graphics, speakers/panelists, help desk, and any new media tools (<i>R&D meeting</i>)	R&D
3.c) Create “brief case” studies on how states/districts/organizations have used NAEP results in appropriate and effective ways (<i>formerly 4b</i>)	R&D
3.d) Facilitate partners’ development of a toolkit that teacher preparation programs can use to introduce preservice educators to NAEP and to increase access to and use of released NAEP items by teachers. (<i>formerly 3d</i>)	R&D
3.e) Construct custom portals for different subjects and/or different types of users for web-based reporting (<i>R&D meeting</i>)	R&D
3.g) Research when and how NAEP results are currently used (both appropriately and inappropriately) by researchers, think tanks, and local, state, and national education leaders, policymakers, business leaders, and others, with the intent to support the appropriate use of NAEP results.	COSDAM w/R&D and ADC
3.h) Develop a statement of the intended and unintended uses of NAEP data using an anticipated NAEP Validity Studies Panel (NVS) paper and the Governing Board’s research as a resource.	COSDAM w/NCES

#4 Inform — Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies.

1.a) Promote NAEP results and resources beyond the initial release date, through person-to-person outreach with leaders, participation in stakeholder events, briefings, engaging in media tours, and attending conferences and other events	R&D
1.b) Develop focused analyses of NAEP results that explore findings and variables not traditionally highlighted in initial release, i.e., especially and specifically both core contextual and subject-specific contextual data, for use and dissemination by partners	R&D
3.a) Create template and/or tool that can support the quick creation of infographics, especially based on contextual data (<i>formerly 4e</i>); This tool to “Build Your Own Report” would empower the user, demonstrate what data interest users, and reduce the overwhelming quantity of NAEP results in a given report	R&D
3.b) Develop “menu of engagement,” i.e., provide partners with three or four options that the Governing Board can create to support and/or supplement partners’ outreach efforts, e.g., videos on how to read and interpret NAEP results, as well as graphics, speakers/panelists, help desk	R&D
3.c) Create “brief case” studies on how states/districts/organizations have used NAEP results in appropriate and effective ways	R&D
3.d) Facilitate partners’ development of a toolkit that teacher preparation programs can use to introduce preservice educators to NAEP and to increase access to and use of released NAEP items by teachers	R&D
3.e) Construct custom portals for different subjects and/or different types of users for web-based reporting,	R&D

Note: These are all cross-referenced from other points. #4 Inform reflects the mission of the Reporting and Dissemination Committee and is the basis for the other activities and priorities in this document. R&D’s mission is threefold: (1) to develop guidelines for reporting and disseminating NAEP results; (2) to take appropriate actions to improve the form, content, use, and reporting of NAEP results; and (3) plan and execute the initial public release of NAEP results. From this mission derives R&D’s overarching goals for the Strategic Vision: (1) build and sustain audience; (2) increase and strengthen users; (3) expand and disseminate data uses.

#5 Innovate — Develop new approaches to update NAEP subject area frameworks to support the Board’s responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends.

5.a) Conduct a systematic review of state standards in mathematics and other subject areas to determine relationships between NAEP and state assessments to inform inferences from NAEP assessments and NAEP data.	ADC
5.b) Consider how to best measure relevant progress, such as by exploring a model to dynamically update assessment frameworks while maintaining trend.	ADC & w/COSDAM
5.c) Consider new approaches to creating and updating the achievement level descriptors and update the Board policy on achievement levels. (NAS Report)	COSDAM w/ADC

#6 Innovate — Continue improving the content, analysis, and reporting of NAEP contextual variables by considering the questions’ relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice.

6.a) Review core and subject-specific contextual variables for possible indices, indicators, and cross-subject articulation.	ADC & R&D w/NCES
6.b) Explore new approaches for measuring and reporting socio-economic status (SES) and other important variables while attending to concerns about data privacy and confidentiality.	NCES Lead
6.c) Highlight contextual data in reporting to extend the release of NAEP results. Review and consider the questions’ relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice.	R&D

#7 Innovate — Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics.

7.a) Support development and publication of multiple papers exploring policy and technical issues related to NAEP Long-Term Trend. In addition to the papers, support symposia to engage researchers and policymakers to provide stakeholder input into the Board’s recommendation.	COSDAM
7.b) Determine whether changes to the NAEP Long-Term Trend assessment schedule are needed.	Exec. Comm.
7.c) Determine whether changes to the design and administration of the NAEP Long-Term Trend assessment are needed.	NCES Lead

#8 Innovate — Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP.

8.a) Commission research to identify best practices that other nations use or plan to use in assessing student knowledge and skills at the national level and in relating the results to contextual data on in-school and out-of-school experiences. This research will also identify best practices in how nations communicate the results of their national assessments to stakeholders.	ADC w/NCES
8.b) Study the content and design of PIRLS, PISA and TIMSS compared to NAEP to identify differences in content, design, and reporting that could benefit NAEP.	NCES Lead w/ADC & COSDAM
8.c) Learn from reporting of international assessment data for utility, value, and applicability to NAEP reporting. (See 2.c)	R&D w/NCES

#9 Innovate — Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation’s evolving needs, the Board’s priorities, and NAEP funding.

9.a) Gather stakeholder input to explore impact of combining assessments (e.g., Reading/Writing, Social Studies, and Science/Technology and Engineering Literacy) to maintain breadth of subjects on the assessment schedule but which may lose the depth of the frameworks/subscales measured.	ADC
9.b) Pending outcomes of stakeholder input, evaluate the technical implications of combining assessments, including the impact on scaling and trends.	COSDAM w/NCES
9.c) With stakeholder input, determine ideal intervals for subject and grade level assessments consistent for federal policy and state and local level needs with consideration for the budgetary constraints.	Exec. Comm. w/NCES

#10 Innovate — Develop new approaches to measure the complex skills required for transition to postsecondary education and career.

10.a) Continue research to gather validity evidence for using 12 th grade NAEP reading and math results to estimate the percentage of grade 12 students academically prepared for college.	COSDAM
10.b) Research if some combination of current 12 th grade frameworks, including contextual variables, could be used to identify a broader, more comprehensive measure of 12 th grade student preparedness for adult life after high school.	TASK FORCE

Strategic Vision Activities

—Organized in accordance with assignments—

Assessment Development Committee

The following activities will be led by ADC:

- 3.d) Increase access to and use of released NAEP assessment items by classroom teachers. *(with support from R&D)*
- 5.a) Conduct a systematic review of state standards in mathematics and other subject areas to determine relationships between NAEP and state assessments to inform inferences from NAEP assessments and NAEP data.
- 5.b) Consider how to best measure relevant progress, such as by exploring a model to dynamically update assessment frameworks while maintaining trend. *(with support from COSDAM)*
- 6.a) Review core and subject-specific contextual variables for possible indices, indicators, and cross-subject articulation. *(with support from R&D and NCES)*
- 8.a) Commission research to identify best practices that other nations use or plan to use in assessing student knowledge and skills at the national level and in relating the results to contextual data on in-school and out-of-school experiences. This research will also identify best practices in how nations communicate the results of their national assessments to stakeholders. *(with support from NCES)*
- 9.a) Gather stakeholder input to explore impact of combining assessments (e.g., Reading/Writing, Social Studies, and Science/Technology and Engineering Literacy) to maintain breadth of subjects on the assessment schedule but which may lose the depth of the frameworks/subscales measured.

Assessment Development Committee, continued

ADC will play a secondary role on the following activities:

- 1.c) Coordinate with partner organizations and agencies to participate in a variety of programs and events supporting the awareness and use of NAEP data. *(led by R&D)*
- 2.d) Support additional linking studies between NAEP and international assessments to provide information about how the nation and states compare to other countries. *(led by NCES with support from COSDAM)*
- 3.c) Facilitate partners' development of a toolkit that teacher preparation programs can use to introduce preservice educators to the Nation's Report Card; disseminate materials through partners such as the American Association of Colleges of Teacher Education (AACTE). *(led by R&D)*
- 3.e) Research when and how NAEP results are currently used (both appropriately and inappropriately) by researchers, think tanks, and local, state and national education leaders, policymakers, business leaders, and others, with the intent to support the appropriate use of NAEP results. *(led by COSDAM with support from R&D)*
- 5.c) Consider new approaches to creating and updating the achievement level descriptors and update the Board policy on achievement levels. (NAS Report) *(led by COSDAM)*
- 8.b) Study the content and design of PIRLS, PISA and TIMSS compared to NAEP to identify differences in content, design, and reporting that could benefit NAEP. *(led by NCES with support from COSDAM)*

Committee on Standards, Design and Methodology

The following activities will be led by COSDAM:

- 2.a) Incorporate ongoing linking studies to external measures of current and future achievement in order to evaluate the NAEP scale and add meaning to NAEP achievement levels in reporting. Consider how additional work could be pursued across multiple subject areas, grades, national and international assessments, and longitudinal outcomes. (NAS Report) *(with support from NCES and R&D)*
- 3.e) Research when and how NAEP results are currently used (both appropriately and inappropriately) by researchers, think tanks, and local, state and national education leaders, policymakers, business leaders, and others, with the intent to support the appropriate use of NAEP results. *(with support from R&D and ADC)*
- 3.f) Develop a statement of the intended and unintended uses of NAEP data using an anticipated NAEP Validity Studies Panel (NVS) paper and the Governing Board's research as a resource. *(with support from NCES)*
- 5.c) Consider new approaches to creating and updating the achievement level descriptors and update the Board policy on achievement levels. (NAS Report) *(with support from ADC)*
- 7.a) Support development and publication of multiple papers exploring policy and technical issues related to NAEP Long-Term Trend. In addition to the papers, support symposia to engage researchers and policymakers to provide stakeholder input into the Board's recommendation.
- 9.b) Pending outcomes of stakeholder input, evaluate the technical implications of combining assessments, including the impact on scaling and trends. *(with support from NCES)*
- 10.a) Continue research to gather validity evidence for using 12th grade NAEP reading and math results to estimate the percentage of grade 12 students academically prepared for college.

Committee on Standards, Design and Methodology, continued

COSDAM will play a secondary role on the following activities:

- 2.c) Following the release of the Commission on Evidence-Based Policymaking Report, work with NCES to explore increased opportunities to connect NAEP results to other administrative and survey data. *(led by NCES with support from R&D)*
- 2.d) Support additional linking studies between NAEP and international assessments to provide information about how the nation and states compare to other countries. *(led by NCES with support from ADC)*
- 5.b) Consider how to best measure relevant progress, such as by exploring a model to dynamically update assessment frameworks while maintaining trend. *(led by ADC)*
- 8.b) Study the content and design of PIRLS, PISA and TIMSS compared to NAEP to identify differences in content, design, and reporting that could benefit NAEP. *(led by NCES with support from ADC)*

Reporting and Dissemination Committee

The following activities will be led by R&D:

- 1.a) Promote NAEP results and resources beyond the initial release date, through person-to-person outreach with leaders, participation in stakeholder events, briefings, engaging in media tours, and attending conferences and other events.
- 1.a.i) Maintain database of points of contact for Board partners (e.g., Department of Education, Congress, media, business, policy-makers, organizations), along with schedule of annual conferences, conventions, programs, and events where the Governing Board should be represented.
- 1.a.ii) Follow up with established partners to ensure that valuable relationship and avenues for dissemination do not wither.
- 1.a.iii) Forge new partnerships in areas where Board currently lacks connections.
- 1.a.iv) Consider the effectiveness of Board outreach through hosting stakeholder panel sessions during Board meetings and creating publicly-available summaries after each session.
- 1.b) Develop focused analyses of NAEP results that explore findings and variables not traditionally highlighted in initial releases, i.e., especially and specifically core contextual and subject-specific contextual data, for use and dissemination by partners.
- 2.b) Following release of the Commission on Evidence-Based Policymaking Report, identify opportunities to promote the use of NAEP data with other federal data sets. *(with support from NCES)*
- 2.c) Learn from reporting of international assessments for utility, value, and applicability to NAEP reporting.
- 3.a) Create template and/or tool that can support the quick creation of infographics, especially based on contextual data; this tool to “Build Your Own Report” would empower the user, demonstrate what data interest users, and reduce the overwhelming quantity of NAEP results in a given report.
- 3.b) Develop “menu of engagement,” i.e., provide partners with three or four options that the Governing Board can create to support and/or supplement partners’ outreach efforts, e.g., videos on how to read and interpret NAEP results, as well as graphics, speakers/panelists, help desk.
- 3.c) Create “brief case” studies on how states/districts/organizations have used NAEP results in appropriate and effective ways.
- 3.d) Facilitate partners’ development of a toolkit that teacher preparation programs can use to introduce preservice educators to NAEP and to increase access to and use of released NAEP items by teachers.
- 3.e) Construct custom portals for different subjects and/or different types of users for web-based reporting

Reporting and Dissemination Committee, continued

- 6.c) Highlight contextual data in reporting to extend the release of NAEP results. Review and consider the questions' relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice.
- 6.d) Review contextual data for development of possible indices and indicators.

R&D will play a secondary role on the following activities:

- 2.a) Incorporate ongoing linking studies to external measures of current and future achievement in order to evaluate the NAEP scale and add meaning to NAEP achievement levels in reporting. Consider how additional work could be pursued across multiple subject areas, grades, national and international assessments, and longitudinal outcomes. (NAS Report) *(led by COSDAM with support from NCES)*
- 2.c) Following the release of the Commission on Evidence-Based Policymaking Report, work with NCES to explore increased opportunities to connect NAEP results to other administrative and survey data. *(led by NCES with support from COSDAM)*
- 3.d) Increase access to and use of released NAEP assessment items by classroom teachers. *(led by ADC)*
- 3.e) Research when and how NAEP results are currently used (both appropriately and inappropriately) by researchers, think tanks, and local, state and national education leaders, policymakers, business leaders, and others, with the intent to support the appropriate use of NAEP results. *(led by COSDAM with support from ADC)*
- 6.a) Review core and subject-specific contextual variables for possible indices, indicators, and cross-subject articulation. *(led by ADC with support from NCES)*

Executive Committee

The following activities will be led by Executive Committee:

- 7.b) Determine whether changes to the NAEP Long-Term Trend assessment schedule are needed.
- 9.c) With stakeholder input, determine ideal intervals for subject and grade level assessments consistent for federal policy and state and local level needs with consideration for the budgetary constraints. *(with support from NCES)*

Executive Committee will play a secondary role on the following activity:

- 1.e) Support NCES in its efforts to establish a secondary research grant program to encourage researchers' use of NAEP data. *(led by NCES)*

Task Force

The following activity will be led by a Task Force:

- 10.b) Research if some combination of current 12th grade frameworks, including contextual variables, could be used to identify a broader, more comprehensive measure of 12th grade student preparedness for adult life after high school.

Understanding NAEP Contextual Variables 2017

The May 2017 meeting of the Reporting and Dissemination Committee includes a session on understanding contextual variables in the 2017 NAEP and another session on considering the reporting of the 2017 Nation's Report Card. The National Assessment Governing Board adopted a Strategic Vision in November 2016 that emphasizes the use of NAEP contextual data in both releasing the data and extending the message between initial releases of assessment data. The responsibility for this driving force of the Strategic Vision falls to the Reporting and Dissemination Committee.

May 2017 Committee Sessions

First, representatives from NCES and ETS, the contractor responsible for the NAEP questionnaires, will present an overview of the 2017 NAEP contextual data, especially noting the new core contextual data, which may be familiar to veteran Reporting and Dissemination Committee members but merit reminding. Note: there will be ten contextual variables for the committee to review in a closed session during the second half of the committee meeting.

After this general overview about contextual data, the conversation will expand to viewing the 2015 Nation's Report Card site. Based on the consideration of the 2015 report site, Reporting and Dissemination Committee members are invited to provide feedback for the 2017 Nation's Report Card in reading and mathematics.

Contextual Variables

Once these two sessions are completed, the Governing Board should turn to the potential narratives in the 2017 NAEP data. The pages that follow list the content of the questionnaires given to students, teachers, and school administrators in the 2017 NAEP administration. The subject-specific questions, reviewed not by the Reporting and Dissemination Committee but by the Assessment Development Committee, are included here as well. These subject-specific variables may be less familiar to Reporting and Dissemination Committee members but bear unique value in offering concrete, actionable, practical results to highlight.

Please review these variables over the next three months and flag which items are of interest to you as sufficiently compelling to highlight in videos, graphics, and other products. In August, the committee will reconvene and discuss which of the variables Board staff should pursue analytically in the 2017 release and subsequent activities. None of the information on the following pages indicates whether these variables will be related significantly to any subgroup differences or to any differences in NAEP performance. The intent is that listing the variables should inspire the Committee to provide clear guidance to Board staff in August on what members want to see in videos, graphics, and messaging for the 2017 Nation's Report Card.

Subject-Specific Contextual Questions in Mathematics – Students

How often do you use a computer or other digital device (excluding hand-held calculators) for math at school?
How often do you use a computer or other digital device (excluding hand-held calculators) for math homework?
How often do you use the Internet to learn things about math?
How often do you use a calculator?
How often do you receive help or tutoring with math outside of school or after school?
What math class are you taking this year? Select one or more answer choices.
<ul style="list-style-type: none"> • Eighth-grade math
<ul style="list-style-type: none"> • General eighth-grade math
<ul style="list-style-type: none"> • Algebra I course
<ul style="list-style-type: none"> • First year of a two-year algebra course
<ul style="list-style-type: none"> • Second year of a two-year algebra course
<ul style="list-style-type: none"> • Algebra I (one-year course)
<ul style="list-style-type: none"> • Algebra II
<ul style="list-style-type: none"> • Geometry
<ul style="list-style-type: none"> • Other
What math class do you expect to take next year?
In your math class this year, how often have you used the following types of calculators? Select one answer choice on each row.
<ul style="list-style-type: none"> • Basic calculator
<ul style="list-style-type: none"> • Graphing calculator
This school year, how often did the following things happen in your math class? Select one answer choice on each row.
<ul style="list-style-type: none"> • My teacher used computers or other digital devices to show us how to work through math problems.
<ul style="list-style-type: none"> • I used the Internet for my math work.
<ul style="list-style-type: none"> • My teacher used computers or other digital devices when teaching math to my class.
<ul style="list-style-type: none"> • My teacher required us to use computers or other digital devices to complete math assignments.
In this school year, how often have you used a computer or other digital device (excluding hand-held calculators) to complete your math assignments?
In this school year, how often have you used a computer or other digital device (excluding hand-held calculators) to look online for resources for help with your math assignments?
In this school year, how often have you used a computer or other digital device (excluding hand-held calculators) to take an online practice test?
How much does each of the following statements describe a person like you? Select one answer choice on each row
<ul style="list-style-type: none"> • I enjoy doing math.
<ul style="list-style-type: none"> • I look forward to my math class.
<ul style="list-style-type: none"> • I am interested in the things I learned in math.

• I think making an effort in math is worthwhile.
• I think math will help me even when I am not in school.
• I think it is important to do well in math.
How much do you enjoy solving each of the following types of math problems? Select one answer choice on each row.
• Addition, subtraction, multiplication, and division
• Finding areas of shapes and figures
• Solving for probabilities and events (for example, card, coin, marble, and spinner problems)
• Solving equations or simplifying expressions
• Constructing and building different types of graphs (for example, bar graph, line graph, or box and whisker plots)
• Working with geometric figures like rectangles and squares
Thinking about math, do you think that you would be able to do each of the following? Do not actually solve the problems. Select one answer choice on each row.
• Estimate the weight of 5 apples using pounds (lbs)
• Divide 42 stickers by 6 students
• Determine a 20 percent tip of a 67 dollar restaurant dinner bill
• Describe the properties shared by every isosceles right triangle
• Find the amount of carpet needed to cover a rectangular floor if you know its length and width
• Know when to take a turkey out of the oven if the time is 10:00 A.M. and it takes 3 hours and 45 minutes to cook
How often do you use math in everyday life outside of school?
How often do you participate in each of the following activities outside of school? Select one answer choice on each row.
• Talk about math problems with your friends
• Program computers
• Play an instrument and read music
• Go to websites for help with your math homework
Have you ever helped your friends with their math homework?
Over the past seven days, how many days have you helped your friends with their math homework? Enter the number of days. _____
How much does each of the following statements describe a person like you? Select one answer choice on each row.
• I want other students to think I am good at math.
• I want to show others that my math schoolwork is easy for me.
• I want to look smart in comparison to the other students in my math class.
• I want to become better in math this year.
• I want to learn as much as possible in my math class.
• I want to understand as much as I can in my math class.
For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved math?
For school this year, how often do you work in pairs or small groups to talk about something that you have done in math?

How important was it to you to do well on this test?
How easy or difficult was this test?
How much effort did you apply to succeed on this test?
How challenging was taking this test?
How much time pressure did you feel when taking this test?

Subject-Specific Contextual Questions in Mathematics – Teachers (Grade 4 and 8)

Which best describes your role in teaching mathematics to this class?
How many students are in this class? Enter the number of students. _____
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
Are students assigned to this class by achievement level?
Do you create groups within this class for mathematics instruction on the basis of achievement level?
How often do you use each of the following to assess student progress in mathematics? Select one circle in each row.
• Multiple-choice tests
• Small project-based assignments
• Individual students collaborating on group assignments
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.
• Discuss the progress your students have made toward individually set goals
• Adjust your teaching strategies to meet the current learning needs of individual students
• Adjust your teaching strategies to reflect your instructional objectives for the classroom
• Discuss class progress with school administrators
• Discuss class progress with other colleagues
In your mathematics class this year, how often do your students use a computer or other digital device (excluding hand-held calculators) to do each of the following? Select one circle in each row.
• Practice or review mathematics topics
• Extend mathematics learning with enrichment activities
• Research mathematics topics on the Internet
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.
• Regularly discuss each student's current level of performance with them
• Set goals for specific progress the student would like to make
• Discuss progress the student has made toward goals previously set
• Determine how to adjust your teaching strategies to meet the student's current learning needs
In your mathematics class this year, do you use any of the following instructional materials? Select one circle in each row.
• Textbooks provided by your district or school
• Other materials provided by your district or school

<ul style="list-style-type: none"> Materials found on the Internet
<ul style="list-style-type: none"> Other materials (Please specify): _____
Thinking about your fourth-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.
<ul style="list-style-type: none"> Determine what the problem is asking and the best way to solve it
<ul style="list-style-type: none"> Use alternate methods to solve problems when the first method does not work
<ul style="list-style-type: none"> Explain one's thinking and make connections between models and equations
<ul style="list-style-type: none"> Make assumptions and approximations
<ul style="list-style-type: none"> Represent a problem situation with numbers, words, pictures, or charts
<ul style="list-style-type: none"> Understand tools for problem solving and limitations of use
<ul style="list-style-type: none"> Use clear and precise language when students are discussing their problem solving and reasoning
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.
<ul style="list-style-type: none"> Make assumptions and approximations
<ul style="list-style-type: none"> Use models to explain calculations
<ul style="list-style-type: none"> Represent a problem situation in multiple ways including numbers, words, pictures, and charts
<ul style="list-style-type: none"> Evaluate a problem-solving process
<ul style="list-style-type: none"> Create equations
<ul style="list-style-type: none"> Relate what your students know to the real world and make sense of it mathematically
<ul style="list-style-type: none"> Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays
<ul style="list-style-type: none"> Examine patterns in tables and graphs to generate equations and describe relationships
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.
<ul style="list-style-type: none"> My students did well because they studied and were prepared.
<ul style="list-style-type: none"> My students did well because they put in a lot of effort.
<ul style="list-style-type: none"> My students did well because they always do well on tests.
<ul style="list-style-type: none"> My students did well because I taught the concepts well.
<ul style="list-style-type: none"> My students did well because they guessed well on the test.
<ul style="list-style-type: none"> My students did well because they are just good at math.
In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?
In this school year, how many times did you provide direct opportunities for your students to participate in mathematics activities outside of school?
Approximately how much mathematics homework do you assign to students in this class each day?
To what extent are students permitted to use calculators during mathematics lessons?
What kind of calculator do your students usually use during mathematics lessons?
When you give students a mathematics test or quiz, how often do they use a calculator?
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.
<ul style="list-style-type: none"> Numbers and operations
<ul style="list-style-type: none"> Measurement

<ul style="list-style-type: none"> • Geometry
<ul style="list-style-type: none"> • Data analysis, statistics, and probability
<ul style="list-style-type: none"> • Algebra and functions
When you teach mathematics to your fourth-grade class, do you do any of the following? Select one circle in each row.
<ul style="list-style-type: none"> • Set different achievement standards for some students
<ul style="list-style-type: none"> • Supplement the regular course curriculum with additional material for some students
<ul style="list-style-type: none"> • Have some students engage in different classroom activities
<ul style="list-style-type: none"> • Use a different set of methods in teaching some students
<ul style="list-style-type: none"> • Pace my teaching differently for some students
When you teach mathematics to your eighth-grade class, do you do any of the following? Select one circle in each row.
<ul style="list-style-type: none"> • Set different achievement standards for some students
<ul style="list-style-type: none"> • Supplement the regular course curriculum with additional material for some students
<ul style="list-style-type: none"> • Have some students engage in different classroom activities
<ul style="list-style-type: none"> • Use a different set of methods in teaching some students
<ul style="list-style-type: none"> • Pace my teaching differently for some students

Subject-Specific Contextual Questions in Mathematics – School Administrators

In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?
In your school, how often are fourth-grade students' mathematics placements evaluated?
At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in algebraic concepts, such as patterns and writing number sentences? Select one circle in each row.
<ul style="list-style-type: none"> • Third grade
<ul style="list-style-type: none"> • Fourth grade
<ul style="list-style-type: none"> • Fifth grade
<ul style="list-style-type: none"> • Sixth grade
Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?
Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?
To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select one circle in each row.
<ul style="list-style-type: none"> • Provide support or assistance about mathematics content
<ul style="list-style-type: none"> • Provide support or assistance about the teaching of mathematics to individual teachers
<ul style="list-style-type: none"> • Conduct professional development about mathematics or the teaching of mathematics for groups of teachers
To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select one circle in each row.
<ul style="list-style-type: none"> • Provide support or assistance about mathematics content
<ul style="list-style-type: none"> • Provide support or assistance about the teaching of mathematics to individual teachers

<ul style="list-style-type: none"> • Conduct professional development about mathematics or the teaching of mathematics for groups of teachers
This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers. _____
This year, how many teachers are teaching mathematics in your school? Enter the number of teachers. _____
In your school, approximately what percentage of eighth-grade students enrolls in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.
To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?
In this school year, did your school offer any of the following activities? Select one circle in each row.
<ul style="list-style-type: none"> • Opportunities for students to discuss mathematics work, including homework, with their teachers
<ul style="list-style-type: none"> • Peer tutoring in mathematics
<ul style="list-style-type: none"> • Mathematics competitions
<ul style="list-style-type: none"> • Chess clubs
<ul style="list-style-type: none"> • Programming classes
<ul style="list-style-type: none"> • Mathematics clubs
<ul style="list-style-type: none"> • Teacher led tutoring sessions in mathematics for groups of students
<ul style="list-style-type: none"> • Teacher led extra-help sessions in mathematics
<ul style="list-style-type: none"> • Family mathematics night
In this school year, what percentage of students has gone to other schools (neighboring middle school, high school, or college) to receive mathematics instruction?
Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select one circle in each row.
<ul style="list-style-type: none"> • There are students in my school who take high school mathematics classes
<ul style="list-style-type: none"> • My school provides credit for students who take high school or college mathematics classes
<ul style="list-style-type: none"> • Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course
<ul style="list-style-type: none"> • There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.
To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.
<ul style="list-style-type: none"> • State curriculum standards or frameworks
<ul style="list-style-type: none"> • District curriculum standards or curriculum guides
<ul style="list-style-type: none"> • National curriculum standards or frameworks
<ul style="list-style-type: none"> • Results from district assessments
<ul style="list-style-type: none"> • Results from state assessments
<ul style="list-style-type: none"> • Results from national assessments
<ul style="list-style-type: none"> • In-school curriculum frameworks and standards for learning
<ul style="list-style-type: none"> • Results from school assessments (e.g., quizzes or tests created by teachers)
<ul style="list-style-type: none"> • Recommendations from school mathematics department

• Discretion of individual teachers
• Commercially designed programs
• Resources found on the Internet
To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.
• District assessments
• State assessments
• National assessments
• School assessments (e.g., quizzes or tests created by teachers)
To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.
• District assessments
• State assessments
• National assessments
• School assessments (e.g., quizzes or tests created by teachers)

Subject-Specific Contextual Questions in Reading – Students

How often do you receive help from a tutor, family member, or friend with English/language arts outside of school or after school?
In this school year, how often do you borrow reading materials (such as books or magazines) from your school library or media center?
How often does your teacher ask you to read a book you have chosen yourself?
How often does your teacher ask you to discuss new or difficult vocabulary?
For school this year, how often do you work in pairs or small groups to talk about something that you have read?
For school this year, how often do you have a class discussion about something that the class has read?
For school this year, how often have you been asked to write long answers (several sentences or paragraphs) to questions on tests or assignments that involved reading?
For your English/language arts class this year, how often do you do each of the following? Select one answer choice on each row.
• Have a class discussion about something that the whole class has read
• Work in pairs or small groups to talk about something that you have read
In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select one answer choice on each row.
• Summarize the passage
• Interpret the meaning of the passage
• Question the motives or feelings of the characters
• Identify the main ideas of the passage
• Identify the themes of the passage
• Analyze two or more texts on the same topic
In your English/language arts class this year, when reading a story, article, or other passage, how often does your teacher ask you to do the following? Select one answer choice on each row.

<ul style="list-style-type: none"> • Evaluate the main evidence in a persuasive/argument passage
<ul style="list-style-type: none"> • Analyze the author's organization of information in a passage
<ul style="list-style-type: none"> • Critique the author's craft or technique
How much does each of the following statements describe a person like you? Select one answer choice on each row.
<ul style="list-style-type: none"> • Reading is one of my favorite activities.
<ul style="list-style-type: none"> • I like talking about books with other people.
<ul style="list-style-type: none"> • I think reading is important.
<ul style="list-style-type: none"> • I enjoy going to a bookstore or a library.
<ul style="list-style-type: none"> • Besides doing homework, how much time do you spend reading outside of school?
On a typical school day, how much time do you use a computer or other digital device to do your English/language arts schoolwork and homework?
Do you think you would be able to do each of the following when reading? Select one answer choice on each row.
<ul style="list-style-type: none"> • Figure out the meaning of a word you don't know by using other words in the text
<ul style="list-style-type: none"> • Explain the meaning of something you have read
<ul style="list-style-type: none"> • Figure out the main idea of a text
<ul style="list-style-type: none"> • Judge the reliability of sources (for example, how a website might be biased or inaccurate)
<ul style="list-style-type: none"> • Find text in a reading passage to help you answer a question on a test
<ul style="list-style-type: none"> • Recognize when you don't understand something you are reading
<ul style="list-style-type: none"> • Recognize the difference between fact and opinion in a text
<ul style="list-style-type: none"> • Critique an author's craft or technique
<ul style="list-style-type: none"> • Use evidence in a text to support my answer
<ul style="list-style-type: none"> • Identify the author's perspective in a persuasive text
How often do you typically do each of the following things outside of school? Select one answer choice on each row.
<ul style="list-style-type: none"> • Talk about books (print or online) with other people
<ul style="list-style-type: none"> • Go to my local library to borrow books (print or online)
<ul style="list-style-type: none"> • Read blogs
<ul style="list-style-type: none"> • Use social media (for example, Facebook, Twitter, Instagram)
<ul style="list-style-type: none"> • Help friends with reading homework
How much does each of the following statements describe a person like you? Select one answer choice on each row.
<ul style="list-style-type: none"> • I want other students to think I am good at reading.
<ul style="list-style-type: none"> • I want to show others that my English/language arts schoolwork is easy for me.
<ul style="list-style-type: none"> • I want to look smart in comparison to the other students in my English/language arts class.
<ul style="list-style-type: none"> • I want to learn as much as possible in my English/language arts class.
<ul style="list-style-type: none"> • I want to become a better reader this year.
<ul style="list-style-type: none"> • I want to understand as much as I can in my English/language arts class.
How often do you typically read each of the following outside of school (print or online)? Select one answer choice on each row.
<ul style="list-style-type: none"> • Stories or novels
<ul style="list-style-type: none"> • Poems

• Plays
• Autobiographies
• Comic books
• Magazines
• E-mails
• Text messages
How important was it to you to do well on this test?
How easy or difficult was this test?
How much effort did you apply to succeed on this test?
How challenging was taking this test?
How much time pressure did you feel when taking this test?

Subject-Specific Contextual Questions in Reading – Teachers

How many students are in this class? Enter the number of students. _____
In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes. _____ hours and _____ minutes per week
Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select one circle.
In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes. _____ hours and _____ minutes per week
When reading a story with your students, how often do you ask your students to do the following? Select one circle in each row.
• Summarize the passage
• Interpret the meaning of the passage
• Question the motives or feelings of the characters
• Identify the main ideas of the passage
• Identify the themes of the passage
• Analyze two or more texts on the same topic
• Evaluate the main evidence in a persuasive/argument passage
• Analyze the author's organization of information in a passage
• Critique the author's craft or technique
This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select one circle in each row.
• Locate and recall (e.g., identify main ideas or focus on specific elements of a story)
• Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)
• Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)
In your fourth-grade English/language arts class this year, how often do your students use a computer or other digital device to do each of the following? Select one circle in each row.
• Build and practice vocabulary

• Increase reading fluency
• Increase reading comprehension
• Practice spelling and grammar
• Access reading-related websites
• Conduct research for reading projects
When you teach English/language arts, how often do you use the following strategies? Select one circle in each row.
• I teach reading as a whole-class activity.
• I create student groups with the same achievement level.
• I create groups by random assignment.
• I allow students to choose their own groups.
• I use individualized instruction for reading.
• Students work independently on an assigned plan or goal.
• Students work independently on a goal they choose themselves.
Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select one circle.
• English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
• Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.
• English/language arts lessons are primarily integrated with instruction in other subjects.
To what extent have you provided instruction in the following in English/language arts class so far this year? Select one circle in each row.
• Fiction
• Literary nonfiction
• Poetry
• Exposition
• Argumentation and persuasion
• Procedural texts and documents
In your eighth-grade English/language arts class this year, how often do your students use a computer or other digital device to do each of the following? Select one circle in each row.
• Build and practice vocabulary
• Increase reading fluency
• Increase reading comprehension
• Access reading-related websites
• Conduct research for reading projects
In your view, to what extent do the following limit how you teach this class? Select one circle in each row.
• Students lacking prerequisite knowledge or skills
• Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)
• Disruptive students
• Uninterested students

When you teach English/language arts to your students, how do you use each of the following resources? Select one circle in each row.
• Hardback textbooks, workbooks, or worksheets
• Electronic textbooks
• A variety of children's books (e.g., novels, collections of stories, nonfiction)
• A variety of books (e.g., novels, collections of stories, nonfiction)
• Materials from different curricular areas
• Children's newspapers and/or magazines
• Newspapers and/or magazines
• Reading-related websites or apps
• Reading-related educational games
Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select one circle in each row.
• My students did well because they studied and were prepared.
• My students did well because they put in a lot of effort.
• My students did well because they always do well on tests.
• My students did well because I taught the concepts well.
• My students did well because they guessed well on the test.
• My students did well because they are just good at reading.

Subject-Specific Contextual Questions in Reading – School Administrators

Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?
To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select one circle in each row.
• Provide one-on-one help to students on various reading topics
• Provide one-on-one help to students at various achievement levels
Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?
To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select one circle in each row.
• Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts
• Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts
In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade students with disabilities (SD)? Select one circle in each row.
• Special Education teachers (and related service providers)
• Reading specialists or literacy coaches
• Speech pathologists
• Paraprofessionals or teacher aides who are trained to work with students with disabilities
• Paraprofessionals or teacher aides who are not trained to work with students with disabilities

<ul style="list-style-type: none"> • Parent volunteers
In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for fourth-grade English language learners (ELL)? Select one circle in each row.
<ul style="list-style-type: none"> • Certified ELL/bilingual education teachers
<ul style="list-style-type: none"> • Reading specialists or literacy coaches
<ul style="list-style-type: none"> • Speech pathologists
<ul style="list-style-type: none"> • Paraprofessionals or teacher aides who are trained to work with students who are ELL
<ul style="list-style-type: none"> • Paraprofessionals or teacher aides who are not trained to work with students who are ELL
<ul style="list-style-type: none"> • Parent volunteers
Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?
To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select one circle in each row.
<ul style="list-style-type: none"> • Provide one-on-one help to students on various reading topics
<ul style="list-style-type: none"> • Provide one-on-one help to students at various achievement levels
Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?
To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select one circle in each row.
<ul style="list-style-type: none"> • Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts
<ul style="list-style-type: none"> • Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts
In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select one circle in each row.
<ul style="list-style-type: none"> • Special Education teachers (and related service providers)
<ul style="list-style-type: none"> • Reading specialists or literacy coaches
<ul style="list-style-type: none"> • Speech pathologists
<ul style="list-style-type: none"> • Paraprofessionals or teacher aides who are trained to work with students with disabilities
<ul style="list-style-type: none"> • Paraprofessionals or teacher aides who are not trained to work with students with disabilities
<ul style="list-style-type: none"> • Parent volunteers
In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English language learners (ELL)? Select one circle in each row.
<ul style="list-style-type: none"> • Certified ELL/bilingual education teachers
<ul style="list-style-type: none"> • Reading specialists or literacy coaches
<ul style="list-style-type: none"> • Speech pathologists
<ul style="list-style-type: none"> • Paraprofessionals or teacher aides who are trained to work with students who are ELL
<ul style="list-style-type: none"> • Paraprofessionals or teacher aides who are not trained to work with students who are ELL
<ul style="list-style-type: none"> • Parent volunteers
To what extent does your school's fourth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.
<ul style="list-style-type: none"> • District assessments

<ul style="list-style-type: none"> • State assessments
<ul style="list-style-type: none"> • National assessments
<ul style="list-style-type: none"> • School assessments (e.g., quizzes or tests created by teachers)
To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.
<ul style="list-style-type: none"> • District curriculum standards or curriculum guides
<ul style="list-style-type: none"> • State curriculum standards or frameworks
<ul style="list-style-type: none"> • National curriculum standards or frameworks
<ul style="list-style-type: none"> • In-school curriculum frameworks and standards for learning
<ul style="list-style-type: none"> • Results from district assessments
<ul style="list-style-type: none"> • Results from state assessments
<ul style="list-style-type: none"> • Results from national assessments
<ul style="list-style-type: none"> • Recommendations from school English/language arts department
<ul style="list-style-type: none"> • Discretion of individual teachers
<ul style="list-style-type: none"> • Results from school assessments (e.g., quizzes or tests created by teachers)
<ul style="list-style-type: none"> • Resources found on the Internet
To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.
<ul style="list-style-type: none"> • District assessments
<ul style="list-style-type: none"> • State assessments
<ul style="list-style-type: none"> • National assessments
<ul style="list-style-type: none"> • School assessments (e.g., quizzes or tests created by teachers)
During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.
<ul style="list-style-type: none"> • Use of English/language arts across the curriculum
<ul style="list-style-type: none"> • Interpreting and analyzing literature
<ul style="list-style-type: none"> • Interpreting and analyzing informational texts
<ul style="list-style-type: none"> • Understanding the cognitive process of an individual when they are reading or writing
<ul style="list-style-type: none"> • Use of scoring guides to evaluate student work
<ul style="list-style-type: none"> • Instructional strategies for teaching English/language arts
How much is your school's ability to provide instruction affected by a lack of the following resources? Select one circle in each row.
<ul style="list-style-type: none"> • Teachers with a specialization in English/language arts
<ul style="list-style-type: none"> • Computer software for English/language arts instruction
<ul style="list-style-type: none"> • Library books
<ul style="list-style-type: none"> • Audio-visual resources for English/language arts instruction
To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

Core Contextual Variables – Students Grade 4

How important was it to you to do well on this test?
How easy or difficult was this test?
How much effort did you apply to succeed on this test?
How challenging was taking this test?
How much time pressure did you feel when taking this test?
Race/ethnicity questions
About how many books are in your home?
Do you have any of the following in your home?
• Access to the Internet
• Clothes dryer just for your family
• Dishwasher
• Your own bedroom
• A desktop or laptop computer (including Chromebooks) that you can use
• A tablet (for example, Surface Pro, iPad, Kindle Fire) that you can use
• A smartphone (for example, iPhone, Samsung Galaxy, HTC One) that you can use
How often do you use the Internet for homework at home?
How many days were you absent from school in the last month?
How often do you talk about things you have studied in school with someone in your family?
Do any of the following people live in your home? Mother / Stepfather / Foster father or other female legal guardian; Father / Stepfather / Foster father or other male legal guardian
In this school year, how often did you use a laptop or desktop computer (including Chromebooks) during your classes at school? Never / In some classes / In about half of the classes / In more than half of the classes / in all or almost all classes
In this school year, how often did you use a tablet (for example, Surface Pro, iPad, Kindle Fire) during your classes at school? Never / In some classes / In about half of the classes / In more than half of the classes / in all or almost all classes
How much does each of the following statements describe a person like you? Select one answer choice on each row
• I finish whatever I begin
• I try very hard even after making mistakes.
• I keep working hard even when I feel like quitting.
• I keep trying to improve myself, even when it takes a long time to get there.
In this school year, how often have you done each of the following? Select one answer choice on each row
• I started working on assignment right away rather than waiting until the last minute.
• I paid attention and resisted distractions.
• I stayed on task without reminders from my teacher.
• I paid attention in class even when I was not interested.
How much does each of the following statements describe a person like you? Select one answer choice on each row
• I like complex problems more than easy problems.

<ul style="list-style-type: none"> • I like activities that challenge my thinking abilities.
<ul style="list-style-type: none"> • I enjoy situations where I will have to think about something.
<ul style="list-style-type: none"> • I enjoy thinking about new solutions to problems.
In this school year, how often have you felt any of the following ways about your school? Select one answer choice on each row
<ul style="list-style-type: none"> • I felt awkward and out of place at school.
<ul style="list-style-type: none"> • I felt happy at school.
<ul style="list-style-type: none"> • I felt that I learned something that I can use in my daily life.

Core Contextual Variables – Students Grade 8

All of the above, plus:

How far in school did your mother go?
How far in school did your father go?
Does your mother work?
Does your father work?

Core Contextual Variables – Teachers

Race/ethnicity questions
Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year
Have you been awarded tenure by the school or district where you currently teach?
Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
<ul style="list-style-type: none"> • Yes, I hold a permanent certificate.
<ul style="list-style-type: none"> • Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
<ul style="list-style-type: none"> • No, but I am currently working toward certification.
<ul style="list-style-type: none"> • No, and I am not planning to obtain certification.
Did you enter teaching through an alternative route to certification program
Are you certified by the National Board for Professional Teaching Standards in at least one content area?
What is the highest academic degree you hold?
Do 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
<ul style="list-style-type: none"> • Reading, language arts, or literacy education (only Reading and Writing teachers)
<ul style="list-style-type: none"> • English (only Reading and Writing teachers)
<ul style="list-style-type: none"> • Mathematics education
<ul style="list-style-type: none"> • Mathematics
<ul style="list-style-type: none"> • Other mathematics-related subject such as statistics
<ul style="list-style-type: none"> • Elementary or secondary education

<ul style="list-style-type: none"> • Special education (including students with disabilities)
<ul style="list-style-type: none"> • English language learning
Since completing your undergraduate degree, have you taken any graduate courses? If yes,
<ul style="list-style-type: none"> • Did you have a major, minor, or special emphasis in any of the following subjects as part of your graduate coursework? (see choices above)
During the last two years, did you participate in or lead any of the following professional development activities related to the teaching of mathematics / of reading, writing, literature?
<ul style="list-style-type: none"> • College course taken after your first certification
<ul style="list-style-type: none"> • Workshop or training session
<ul style="list-style-type: none"> • Mentoring and/or peer observation and coaching as part of a formal arrangement
<ul style="list-style-type: none"> • Co-teaching / team teaching
During the last two years, have you received training from any source in any of the following areas? No, I am already proficient / No, I have not / Yes
<ul style="list-style-type: none"> • Basic computer training
<ul style="list-style-type: none"> • Software applications
<ul style="list-style-type: none"> • Use of the Internet
<ul style="list-style-type: none"> • Use of other technology, for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing
<ul style="list-style-type: none"> • Integration of computers and other technology into classroom instruction
In this school year, did your school offer training for teachers on how to use computers or other digital devices?
In this school year, have you participated in training on computers or other digital devices through your school?
In this school year, did your school provide you with a laptop computer (including Chromebooks) to use for teaching and class preparation?
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?
In this school year, which of the following types of computers or other digital devices are available in your school for student use?
How well do the desktop computers in your school work? Repeated for laptops and tablets separately. 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
How often do you do the following in this school? Select one circle in each row
<ul style="list-style-type: none"> • Teach jointly as a team in the same class
<ul style="list-style-type: none"> • Observe other teachers' classes and provide feedback
<ul style="list-style-type: none"> • Engage in discussions about the learning development of specific students
<ul style="list-style-type: none"> • Work with other teachers in my school to ensure common standards in evaluations for assessing student progress
In your school, how severe is each problem? Select one circle in each row
<ul style="list-style-type: none"> • The school building needs significant repair.
<ul style="list-style-type: none"> • Classrooms are overcrowded.
<ul style="list-style-type: none"> • Teachers have too many teaching hours.
<ul style="list-style-type: none"> • Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with

students).
<ul style="list-style-type: none"> Teachers do not have adequate instructional materials and supplies.
How much does each of the following statements apply to you as a teacher? Select one circle in each row
<ul style="list-style-type: none"> I am satisfied with being a teacher at this school.
<ul style="list-style-type: none"> My work inspires me.
<ul style="list-style-type: none"> I am frustrated as a teacher at my school.
<ul style="list-style-type: none"> I am supported by the teachers at my school.
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.
<ul style="list-style-type: none"> Being intelligent
<ul style="list-style-type: none"> Putting forth a lot of effort
<ul style="list-style-type: none"> Behaving well in class

Core Contextual Variables – School Administrators

What grades are taught in your school?
School type
<ul style="list-style-type: none"> Elementary school
<ul style="list-style-type: none"> Middle or junior high school
<ul style="list-style-type: none"> Secondary school
<ul style="list-style-type: none"> Regular school with magnet program
<ul style="list-style-type: none"> A magnet school or a school with a special program emphasis
<ul style="list-style-type: none"> Special education school: primarily serves students with disabilities
<ul style="list-style-type: none"> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
<ul style="list-style-type: none"> Private independent school
<ul style="list-style-type: none"> Private religiously affiliated school
<ul style="list-style-type: none"> Independent charter school
<ul style="list-style-type: none"> Charter school administered by local school district
<ul style="list-style-type: none"> Other (please specify)
What is the current enrollment at your school?
Approximately what percentage of fourth-graders / eighth-graders in your school is new this year?
About what percentage of this year's fourth-graders / eighth-graders was held back and is repeating fourth / eighth grade?
Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?
Last school year, approximately what percentage of students at your school enrolled after the first day of school?
Last school year, approximately what percentage of students at your school left before the end of the school year?
About what percentage of your students is absent on an average day? Include excused and unexcused

absences in calculating this rate.
About what percentage of your teachers is absent on an average day? Include all absences in calculating this rate.
Does your school participate in the National School Lunch Program? If yes, how does the school operate the program (student eligibility determined individually or all students in school receive free lunch)? If to all students, what was the base year during which individual student eligibility was collected?
During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
Does your school receive Title I funding?
Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.
<ul style="list-style-type: none"> Targeted Title I services
<ul style="list-style-type: none"> Gifted and talented program
<ul style="list-style-type: none"> Instruction provided in student's home language (non-English)
<ul style="list-style-type: none"> English-as-a-second language (not in a bilingual education program)
<ul style="list-style-type: none"> Special education
During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row
<ul style="list-style-type: none"> Volunteer regularly to help in the classroom or another part of the school
<ul style="list-style-type: none"> Attend teacher-parent conferences
Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school?
Does your school or district offer tenure to teachers?
Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select one circle in each row
<ul style="list-style-type: none"> Non-tenured teachers who had taught for at least one year
<ul style="list-style-type: none"> Tenured teachers
In the last school year, how many full-time teachers were new to your school?
Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?
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 that apply.
What is the average age of the desktop computers in your school?
In your school, where are desktop computers available for students to work? Select all that apply.
<ul style="list-style-type: none"> Age and location questions repeated for laptop computers (including Chromebooks) and for tablets Additional question asking number of laptop computers (including Chromebooks) and tablets
In your school, is there a wireless Internet connection that students can use for schoolwork? Yes, everywhere or almost everywhere in the school / Yes, in some areas of the school / No
This school year, did your school offer technical support to teachers for computers and tablets used in

this school? Yes, we are partnering with a provider outside the school / Yes, we have technical support staff in the school / No
How often do teachers do the following in this school? Select one circle in each row.
<ul style="list-style-type: none"> • Teach jointly as a team in the same class
<ul style="list-style-type: none"> • Observe other teachers' classes and provide feedback
<ul style="list-style-type: none"> • Engage in discussions about the learning development of specific students
<ul style="list-style-type: none"> • Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress



On Friday, May 19th, the Reporting & Dissemination (R&D) Committee will review proposed changes to the core contextual questions. In support of this activity, NCES will prepare an electronic review package for R&D members. This review package will be structured the same as what was done in recent years and will be sent to the Committee by COB Thursday, May 4. Compared to recent R&D questionnaire review activities, this review will be considerably shorter and encompass approximately 10 items.

The May 2018 electronic review package will include:

- Proposed parent occupation questions for Grade 12 students. These questions, which were cleared by R&D and piloted in 2016 for Grades 4 and 8, would be piloted for Grade 12 students in 2018 for potential inclusion in 2019 operational assessments.
- New teacher tenure related questions that were developed based on Board comments at their May 2015 meeting and now targeted for 2018 operational.
- A new gender question for teacher and school respondents. After consultation with NCES' Acting Commissioner, Peggy Carr, this question is being proposed given that we have long collected student gender information based on school records, but do not have this information for teacher and school administrators.
- A revised school administrator question to account for schools not affiliated with any organizations.
- A recommendation to drop the student zip code question at Grade 4. This recommendation is based on lessons learned from past administrations.

After this review occurs, NCES requests any comments from R&D to be sent by Friday, May 26.