

***THE NATIONAL ASSESSMENT OF  
EDUCATIONAL PROGRESS***

**Wave 1 Submittal for 2010**

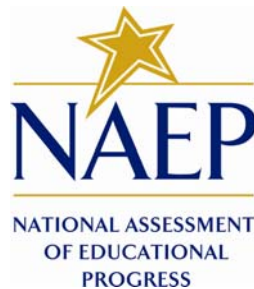
**VOLUME II**

**Part 2g**

***BACKGROUND QUESTIONS***

***FOR 2010 ASSESSMENT***

**Teacher Grade 8 Writing  
Part I-BET (Background, Education, and Training) Questions  
Part II- Writing Questions**



*Part 2g contains:*

Teacher Grade 8 Writing Questions

*The amount of time estimated to complete this form is 20 minutes.*

*Updated June 11, 2009*

# TEACHER QUESTIONNAIRES

## OMB Information on Teacher Questionnaire Cover Page

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0790**. The time required to complete this information collection is estimated to average 20 minutes including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

### **A project of the Institute of Education Sciences.**

The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

OMB No. 1850-0790 Approval Expires 05/31/2010

**Teacher BET (Background, Education, and Training) Questionnaire  
Grade 8**

**Section 3**

This section has 17 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

VB331330

**1.** Are you Hispanic or Latino? Fill in **one or more** ovals. [4/8]

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

VB331331

**2.** Which of the following best describes you? Fill in **one or more** ovals. [4/8]

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

3. Counting this year, how many years have you worked as an elementary or secondary teacher? If less than 4 months total experience, enter "00." [8]

\_\_\_ \_\_\_ Years

4. Counting this year, how many years have you taught reading, writing, or language arts in grades 6 through 12? If less than 4 months total experience, enter "00." [8]

\_\_\_ \_\_\_ Years

5. Did you enter teaching through an alternative certification program? [4/8]

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

- A Yes
- B No

6. What type of teaching certificate do you hold in the state where you currently teach? [4/8]
- Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 8.*
  - Ⓑ Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 7.*
  - Ⓒ Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained → *Go to Question 7.*
  - Ⓓ Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 7.*
  - Ⓔ I do not hold any of the above certificates in the state where I currently teach → *Go to Question 7.*

7. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching? [4/8]
- Ⓐ Yes
  - Ⓑ No

8. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements? [4/8]

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrate competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB) Act.)

- Ⓐ Yes
- Ⓑ I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- Ⓒ No

9. Are you certified by the National Board for Professional Teaching Standards in at least one content area? [4/8]

(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

10. What is the highest academic degree you hold? [4/8]

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

**11.** Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line. [4/8]

	<b>Yes, a major</b>	<b>Yes, a minor or special emphasis</b>	<b>No</b>	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378391
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378392
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378394
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595189
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	NEW
f. English-language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	NEW

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line. [4/8]

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

- 13.** Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. [8]

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

**14.** During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**? Fill in **one** oval on each line. [8]

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

**15.** During the past **two years**, have you received training from any source in any of the following areas? Fill in **one** oval on each line. [4/8]

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

**16.** Do you have special leadership responsibilities for reading or language arts education at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)? [8]

- A Yes
- B No

**17.** During the last **two years** have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards? [4/8]

- A Yes
- B No

## Teacher Questionnaire

### Writing — Grade 8

This section has 15 questions. Mark your answers in your booklet. Fill in only **one** oval for each question except where instructed otherwise.

1. To what extent do you use each of the following technological resources for writing instruction? Fill in **one** oval on each line. (New) [4/8]

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
b. Laptop computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
d. Hand-held computer (e.g., personal digital assistant)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
e. Digital projector (device that connects to a computer to display presentations, or demonstrate lessons, such as an LCD)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
f. CD-ROM, DVD-ROM	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
g. Online software	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
h. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
i. Cable/satellite/closed-circuit television	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
j. Online content (e.g., Podcasts, or Streaming Videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW

2. Which statement best describes computer availability for your writing instruction? (New) [4/8]

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

3. Do you have access to the Internet when you teach writing to your students? (New) [4/8]

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

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4. How often do you ask your students to do the following when you ask them to write about something? Fill in **one** oval on each line. [4/8]

	Never or hardly ever	Sometimes	Very often	Always or almost always	
a. Explain (for example, provide information about a topic or steps in a process)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	NEW
b. Persuade (for example, convince someone to do something)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	NEW
c. Convey experience (for example, write about personal or imagined experiences)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	NEW

5. How often do you ask your students to write to each of the following audiences?  
Fill in **one** oval on each line. (New) [4/8]

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Family members	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
b. School officials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
c. Other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
d. Community organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
e. Government officials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
f. Businesses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
g. Other (please specify):	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
_____					
_____					

6. How often do you ask your students to write the following? Fill in **one** oval on each line. (New) [4/8]

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Informational essays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
b. Letters	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
c. Speeches	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
d. Personal essays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
e. Stories	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
f. Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
g. Journal entries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
h. Editorials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
i. Book reviews	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
j. Multi-step instructions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
k. Song lyrics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW

7. How often do you allow your students to choose the form (e.g., stories, poems, essays, etc.) they use in a writing assignment? (New) [4/8]

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

8. Overall, what percentage of your instructional time teaching writing is spent on each of the following? Fill in **one** oval on each line. (New) [4/8]

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Development of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
b. Organization of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
c. Effectiveness of expression (e.g., sentence variety, word choice, and tone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
d. Mechanics and conventions (e.g., spelling, grammar, and punctuation)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
e. Other (please specify):	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW

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9. During the past two years, how often did you participate in any of the following professional development activities related to the teaching of writing? Fill in **one** oval on each line. (New) [4/8]

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. College course taken after your first certification	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
b. Conference or professional association meeting	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
c. Observational visit to another school or classroom	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
d. Mentoring and/or peer observation and coaching	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW
e. Writing activities that are a part of national writing initiatives	Ⓐ	Ⓑ	Ⓒ	Ⓓ	NEW

10. During the past two years, which describes your participation in workshops or training sessions on writing? (New) [4/8]

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

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11. During the past two years, have you written outside of school for publication or public presentation? [4/8]

- Ⓐ Yes
- Ⓑ No

12. How often do you ask your students to do the following when you ask them to write about something? Fill in **one** oval on each line. (New) [4/8]

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

13. How often do you use computers as part of your delivery of classroom instruction to your students (excluding planning)? (New) [4/8]

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

14. Based on keyboarding instruction at your school, which of the following best describes the keyboarding skills expected of students at the grade level you teach? (New) [4/8]

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

15. When evaluating/grading your students' writing, approximately what percentage of the grade/evaluation is based on each of the following? Fill in **one** oval on each line. (New) [4/8]

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Development of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
b. Organization of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
c. Effectiveness of expression (e.g., sentence variety, word choice, and tone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
d. Mechanics and conventions (e.g., spelling, grammar, and punctuation)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW
e. Other (please specify):	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	NEW

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