



# **Reading and Writing Teacher Questionnaire**

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**2017  
Grade 8**

VH240385

1. Are you Hispanic or Latino? Select **all** squares that apply.

- ☐ 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.

VH240386

2. Which of the following best describes you? Select **all** squares that apply.

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

VH240195

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

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

VH240202

4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?

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

VH240196

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

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

VH240197

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

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

VH240198

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

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

- ☐ (A) Yes
- ☐ (B) No

VH240199

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

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

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

VH240200

9. What is the highest academic degree you hold?

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

VH241753

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

VH240204

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

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

VH241785

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

VH241842

13. 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**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH241843
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241844
c. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241847
d. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241853

VH241893

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

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

VH294995

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

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

VH295076

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

- ☐ A No  
☐ B Once  
☐ C Twice  
☐ D Several times

VH617404

17. In this school year, did your school provide you with a **laptop computer** (including Chromebooks) to use for teaching and class preparation?

- ☐ A Yes, and I can take it home.
- ☐ B Yes, but I cannot take it home.
- ☐ C No

VH617411

18. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, Kindle Fire) to use for teaching and class preparation?

- ☐ A Yes, and I can take it home.
- ☐ B Yes, but I cannot take it home.
- ☐ C No

VH592056

19. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- ☐ A Desktop computers
- ☐ B Laptop computers (including Chromebooks)
- ☐ C Tablets (for example, Surface Pro, iPad, Kindle Fire)
- ☐ D Other digital devices (Please specify): \_\_\_\_\_

VH592052

20. How well do the **desktop computers** in your school work?

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



VH592059

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

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

VH592063

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

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

VH304679

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

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

VH262652

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

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

VH305005

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

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

VH329966

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

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

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

VH240015

1. 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.
- Ⓐ I do not teach English/language arts to this class. *Questions 2–12 are not applicable and will be skipped.*
  - Ⓑ I teach all or most subjects, including English/language arts.
  - Ⓒ The only subject I teach is English/language arts.
  - Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

VH261160

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

VH334255

3. 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

VH334381

4. 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.

5. 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.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Literary nonfiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240524
c. Poetry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240528
d. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
e. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240527
f. Procedural texts and documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240525

6. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH334295
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH334296
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH334299
d. Identify the main ideas of the passage	(A)	(B)	(C)	(D)	(E)	VH334298
e. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH335901
f. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH334297
g. Evaluate the main evidence in a persuasive/argument passage	(A)	(B)	(C)	(D)	(E)	VH334300
h. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH334302
i. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH334305

7. 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.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	(A)	(B)	(C)	(D)	(E)	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	(A)	(B)	(C)	(D)	(E)	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	(A)	(B)	(C)	(D)	(E)	VH261258



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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334361
b. I create student groups with the same achievement level.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334362
c. I create groups by random assignment.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334363
d. I allow students to choose their own groups.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334368
e. I use individualized instruction for reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334364
f. Students work independently on an assigned plan or goal.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334365
g. Students work independently on a goal they choose themselves.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334366

9. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH334485
b. Electronic textbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262702
d. Materials from different curricular areas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH334498
e. Newspapers and/or magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH262705
f. Reading-related websites or apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH334495
g. Reading-related educational games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH334491

- 10.** 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.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH262577
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH617489
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH617490
d. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH262579
e. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH262581

VH262946

11. 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.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	(A)	(B)	(C)	(D)	(E)	VH262948
b. My students did well because they put in a lot of effort.	(A)	(B)	(C)	(D)	(E)	VH262949
c. My students did well because they always do well on tests.	(A)	(B)	(C)	(D)	(E)	VH262950
d. My students did well because I taught the concepts well.	(A)	(B)	(C)	(D)	(E)	VH262951
e. My students did well because they guessed well on the test.	(A)	(B)	(C)	(D)	(E)	VH337286
f. My students did well because they are just good at reading.	(A)	(B)	(C)	(D)	(E)	VH337287

VH262634

12. In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	(A)	(B)	(C)	(D)	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	(A)	(B)	(C)	(D)	VH262637
c. Disruptive students	(A)	(B)	(C)	(D)	VH262638
d. Uninterested students	(A)	(B)	(C)	(D)	VH262639

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

1. Overall, approximately what percentage of your instructional time teaching **writing** is spent on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas \_\_\_\_\_ %

Organization of ideas \_\_\_\_\_ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) \_\_\_\_\_ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) \_\_\_\_\_ %

Keyboarding skills \_\_\_\_\_ %

Word processing skills \_\_\_\_\_ %

Other (Please specify): \_\_\_\_\_ %

2. When grading/evaluating your students' **writing**, approximately what percentage of the grade/evaluation is based on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas \_\_\_\_\_ %

Organization of ideas \_\_\_\_\_ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) \_\_\_\_\_ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) \_\_\_\_\_ %

Other (Please specify): \_\_\_\_\_ %

3. In your English/language arts class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Writing a paper using correct grammar	(A)	(B)	(C)	(D)	(E)	VH315433
b. Writing a paper without spelling mistakes	(A)	(B)	(C)	(D)	(E)	VH315441
c. Choosing words in students' writing that will effectively communicate ideas	(A)	(B)	(C)	(D)	(E)	VH315464
d. Typing a longer text (several paragraphs) with few errors using a keyboard	(A)	(B)	(C)	(D)	(E)	VH316147
e. Using a spell-checker in word processing software	(A)	(B)	(C)	(D)	(E)	VH616593
f. Finding words to use in their writing from the thesaurus in word processing software	(A)	(B)	(C)	(D)	(E)	VH316153
g. Applying cut, copy, and paste using the keyboard or mouse	(A)	(B)	(C)	(D)	(E)	VH316155
h. Creating an outline prior to writing	(A)	(B)	(C)	(D)	(E)	VH316239
i. Coming up with ideas about what to write for a timed writing task	(A)	(B)	(C)	(D)	(E)	VH316242

VH314290

4. In your English/language arts class this year, how often do you do each of the following **when teaching writing**? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Ask students to work in small groups to share and revise their writing	(A)	(B)	(C)	(D)	(E)	VH314291
b. Ask students to write more than one draft for a writing assignment	(A)	(B)	(C)	(D)	(E)	VH314295

VH242729

5. How often do you ask your students to do the following when you ask them to **write** about something? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Use a computer or other digital device for drafting and revising their writing	(A)	(B)	(C)	(D)	(E)	VH242730
b. Use the Internet to get information for their writing	(A)	(B)	(C)	(D)	(E)	VH242736
c. Assess their own writing by using a specific rubric	(A)	(B)	(C)	(D)	(E)	VH242734
d. Assess the writing of other students by using rubrics	(A)	(B)	(C)	(D)	(E)	VH242735



6. How often do you ask your students to write for each of the following purposes? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Explain (i.e., provide information about a topic or steps in a process)	(A)	(B)	(C)	(D)	(E)	VH242692
b. Persuade (i.e., convince someone to do something)	(A)	(B)	(C)	(D)	(E)	VH242693
c. Convey real experience (i.e., write about factual events or personal experiences)	(A)	(B)	(C)	(D)	(E)	VH314053
d. Convey imagined experience (i.e., tell a fictional story)	(A)	(B)	(C)	(D)	(E)	VH314054
e. Analyze (i.e., collect and describe evidence for an issue or argument)	(A)	(B)	(C)	(D)	(E)	VH314056

VH314218

7. In your English/language arts class this year, how often do you give the following **writing** assignments to your students? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Assignments that students have to complete within one session	(A)	(B)	(C)	(D)	(E)	VH314220
b. Assignments that are designed for students to work on over extended periods of time (e.g., several class periods)	(A)	(B)	(C)	(D)	(E)	VH314222
c. Assignments that students have to complete together with other students	(A)	(B)	(C)	(D)	(E)	VH314224
d. Assignments of at least a couple of pages (e.g., a paper or report)	(A)	(B)	(C)	(D)	(E)	VH314229

VH314325

8. In your English/language arts class this year, how often do you use each of the following to assess **student progress in writing**? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Long written responses (e.g., several sentences or paragraphs)	(A)	(B)	(C)	(D)	(E)	VH314328
b. Timed assessments (i.e., tests where students have to produce text under a time limit)	(A)	(B)	(C)	(D)	(E)	VH314331
c. Digitally based writing tests	(A)	(B)	(C)	(D)	(E)	VH616571
d. Extended constructed-response questions	(A)	(B)	(C)	(D)	(E)	VH616573

9. In your English/language arts class this year, how often do you use **results from writing assessments** for each of the following? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Determine students' current levels of writing performance	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314349
b. Set specific goals for progress for individual students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314350
c. Monitor progress students have made toward previously set writing goals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314351
d. Determine how to adjust teaching strategies to meet students' current learning needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314352

10. In your English/language arts class this year, what kinds of feedback do you typically give your students **about their writing assignments**? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. I give them a grade.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315402
b. I write a general comment at the end of the paper.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315405
c. I correct their spelling and grammar mistakes.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315407
d. I provide specific suggestions on re-organizing their ideas.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315416
e. I meet with students one-on-one to go over their writing.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH315419

VH242676

11. To what extent do you use each of the following technological resources **for writing instruction**? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s) (including Chromebooks)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH587512
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH314038
c. Online content (e.g., online software, podcasts, or streaming videos)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH242686
d. Interactive web spaces (e.g., forums where students can interact and share materials)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH314040
e. Smart board(s)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH314041

VH335099

12. Based on keyboarding instruction at your school, which of the following best describes the **keyboarding skills** expected of students at the grade level you teach?
- ☐ Ⓐ No typing skill is expected. *Question 13 is not applicable and will be skipped.*
  - ☐ Ⓑ They can type with one or two fingers, but might search for where the letter keys are.
  - ☐ Ⓒ They can type with one or two fingers, and they know where most of the letter keys are.
  - ☐ Ⓓ They can type with all ten fingers when they look at the keyboard.
  - ☐ Ⓔ They can type with all ten fingers without looking at the keyboard.

VH316542

13. Approximately what percentage of the students in your eighth-grade English/language arts class meet the expectations regarding their **keyboarding skills**?

%

VH316545

14. Which of the following **word processing tools** are your eighth-grade students expected to be able to use for writing? Select **one** circle in each row.

	Yes	No	
a. Cut, copy, and paste	<input type="radio"/>	<input type="radio"/>	VH316547
b. Spell-checker	<input type="radio"/>	<input type="radio"/>	VH616651
c. Thesaurus	<input type="radio"/>	<input type="radio"/>	VH316553
d. Formatting tools (e.g., bold, underline, italics)	<input type="radio"/>	<input type="radio"/>	VH316554

VH316610

15. Approximately what percentage of the students in your eighth-grade English/language arts class meet the expectations regarding their **word processing skills**?

%