The Nation's Report Card — NAEP

Teacher Background Questionnaire

2005
Grade 4

Teacher Questionnaire – Grade 4

Part I: Background, Education, and Training

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

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

$$\boxed{0}\;\boxed{9}\;\boxed{5}$$

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

   Ⓐ No, I am not Hispanic or Latino.

   Ⓑ Yes, I am Mexican, Mexican American, or Chicano.

   Ⓒ Yes, I am Puerto Rican or Puerto Rican American.

   Ⓓ Yes, I am Cuban or Cuban American.

   Ⓔ Yes, I am from some other Hispanic or Latino background.

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

   Ⓐ White

   Ⓑ Black or African American

   Ⓒ Asian

   Ⓓ American Indian or Alaska Native

   Ⓔ Native Hawaiian or other Pacific Islander

3. Counting this year, how many years have you worked as an elementary or secondary teacher? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter "00."

VB333653

☐☐ Years

VB333654

4. What type of teaching certificate do you hold in the state where you currently teach?

Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 6*

Ⓑ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period) → *Go to Question 5*

Ⓒ Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program" → *Go to Question 5*

Ⓓ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained) → *Go to Question 5*

Ⓔ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching) → *Go to Question 5*

Ⓕ No certificate → *Go to Question 5*

5. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching?

   Ⓐ   Yes

   Ⓑ   No

6. What is the highest academic degree you hold?

   Ⓐ   High-school diploma

   Ⓑ   Associate's degree/vocational certification

   Ⓒ   Bachelor's degree

   Ⓓ   Master's degree

   Ⓔ   Education specialist's or professional diploma based on at least one year's work past master's degree

   Ⓕ   Doctorate

   Ⓖ   Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

7. 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.

VB333658

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB482657
b. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB482658
c. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VB608497
d. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378391
e. English	Ⓐ	Ⓑ	Ⓒ	VB378392
f. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378394
g. Science education	Ⓐ	Ⓑ	Ⓒ	VB556070
h. Biology or other life science	Ⓐ	Ⓑ	Ⓒ	VB595990
i. Physics, chemistry, or other physical science	Ⓐ	Ⓑ	Ⓒ	VB595991
j. Earth or space science	Ⓐ	Ⓑ	Ⓒ	VB595992
k. Other science-related subject	Ⓐ	Ⓑ	Ⓒ	VB556071
l. Education (including elementary or early childhood)	Ⓐ	Ⓑ	Ⓒ	VB482660
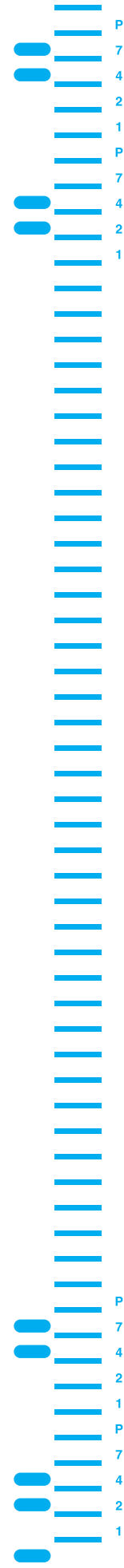
8. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB473837
b. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB473838
c. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VB473839
d. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378395
e. English	Ⓐ	Ⓑ	Ⓒ	VB378396
f. Other language-arts related subject	Ⓐ	Ⓑ	Ⓒ	VB378398
g. Science education	Ⓐ	Ⓑ	Ⓒ	VB556072
h. Biology or other life science	Ⓐ	Ⓑ	Ⓒ	VB595994
i. Physics, chemistry, or other physical science	Ⓐ	Ⓑ	Ⓒ	VB595995
j. Earth or space science	Ⓐ	Ⓑ	Ⓒ	VB595996
k. Other science-related subject	Ⓐ	Ⓑ	Ⓒ	VB556073
l. Education (including elementary or early childhood)	Ⓐ	Ⓑ	Ⓒ	VB473840

9. As part of either your undergraduate or graduate coursework, how many **advanced mathematics** courses (such as trigonometry, calculus, or statistics) did you take?

Ⓐ None

Ⓑ 1 or 2 courses

Ⓒ 3 or 4 courses

Ⓓ 5 or more courses

10. As part of either your undergraduate or graduate coursework, how many **mathematics education** courses did you take?

Ⓐ None

Ⓑ 1 or 2 courses

Ⓒ 3 or 4 courses

Ⓓ 5 or more courses

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

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543502
b. Mathematics theory or applications	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543503
c. Content standards in mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543504
d. Curricular materials available in mathematics (units, texts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543505
e. Instructional methods for teaching mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543506
f. Effective use of manipulatives in mathematics instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB519181
g. Effective use of calculators in mathematics instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543507
h. Use of computers or other technology in mathematics instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543508
i. Methods for assessing students in mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543509
j. Preparation of students for district and state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543510
k. Issues related to ability grouping in mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543511
l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543512

12. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of language arts, science, or mathematics**? Language arts refers to reading, writing, literature, and related topics. Fill in **one or more** ovals on each line.

VB556178

	Yes, related to language arts	Yes, related to science	Yes, related to mathematics	No	
a. College course taken after your first certification	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB556179
b. Workshop or training session	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB556180
c. Conference or professional association meeting	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB556181
d. Observational visit to another school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561282
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561283
f. Committee or task force focusing on curriculum, instruction, or student assessment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561284
g. Regularly scheduled discussion or study group	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561285
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561286
i. Individual or collaborative research	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561287
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561288
k. Co-teaching/team teaching	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561289
l. Consultation with a subject specialist	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB561290

13. Some states and districts have recently initiated school improvement efforts directed at issues such as adequate yearly progress and state accountability standards. These activities are usually led by personnel from outside the particular school. During the last two years have you participated in such activities?

	Yes	No
a. Within your school	Ⓐ	Ⓑ
b. As part of a team outside your school	Ⓐ	Ⓑ

If you teach <u>mathematics</u>, please continue. If you do <u>not</u> teach mathematics, skip to Part III (reading/language arts).

Part II: Mathematics

VB543515

1. How many hours of mathematics instruction do your students receive in a typical week?

    Ⓐ   Less than 3 hours

    Ⓑ   At least 3 hours, but less than 5 hours

    Ⓒ   At least 5 hours, but less than 7 hours

    Ⓓ   7 or more hours

VB543514

2. Which best describes your role in teaching mathematics?

    Ⓐ   I teach multiple subjects, including mathematics

    Ⓑ   The only subject I teach is mathematics

VB556174

3. Do you have special leadership responsibilities for the following subjects at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)?

	Yes	No	
a. Reading/language arts	Ⓐ	Ⓑ	VB556175
b. Mathematics	Ⓐ	Ⓑ	VB556176
c. Science	Ⓐ	Ⓑ	VB556177

VB543516

4. Are computers available for use by you or your students?

   Ⓐ   Yes, computers are available to my students and to me → *Go to Question 5*

   Ⓑ   Yes, I have access to computers, but my students do not → *Skip to Question 9*

   Ⓒ   No, neither my students nor I have access to computers at school → *Skip to Question 13*

VB543517

5. When using computers for mathematics instruction **in your classroom**, how many computers are available for your students?

   Ⓐ   One computer for each student

   Ⓑ   One computer for every two students

   Ⓒ   One computer for every three students

   Ⓓ   One computer for every four students

   Ⓔ   One computer for every five or more students

   Ⓕ   I do not use computers in my classroom for mathematics instruction.

VB535962

6. When using computers for mathematics instruction **in a computer lab** or **media center**, how many computers are available for your students?

   Ⓐ   There is no computer lab/media center available

   Ⓑ   One computer for each student

   Ⓒ   One computer for every two students

   Ⓓ   One computer for every three students

   Ⓔ   One computer for every four students

   Ⓕ   One computer for every five or more students

   Ⓖ   I do not use computers in a computer lab or media center for mathematics instruction.

7. How often do you use computers to administer each of the following types of mathematics tests?

	Never use computers	Sometimes use computers	Always use computers	
a. Tests that you give to the whole class	Ⓐ	Ⓑ	Ⓒ	VB535964
b. Make-up tests for individual students	Ⓐ	Ⓑ	Ⓒ	VB535965
c. Individualized tests for some or all students (other than make-up tests)	Ⓐ	Ⓑ	Ⓒ	VB535966

8. How often do you have students do each of the following types of computer activities related to mathematics? Fill in **one** oval on each line.

	Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543520
b. Extend mathematics learning with enrichment activities on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543521
c. Research a mathematics topic on the Internet or CD-ROM	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543542
d. Work with a spreadsheet program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543546
e. Work with a word processing program for a mathematics assignment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543547
f. Use a drawing program for geometric shapes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543548
g. Use a graphing program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543549
h. Communicate via e-mail about mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543543
i. Talk in chat groups about mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543544
j. Play mathematics computer games	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543545

9. How often do **you** do each of the following types of computer activities? Fill in **one** oval on each line.

	Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Use the computer as a tool to present mathematics concepts to your students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535968
b. Look up mathematics information using the Internet or a CD-ROM	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535969
c. Develop mathematics curricula or assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535970
d. Use a gradebook program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535971
e. Post homework, assignment, or schedule information on the web	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535972

10. Is there technical support available to you in your school to help answer computer questions?

Ⓐ   Yes

Ⓑ   No

11. Is there software for mathematics instruction available at your school?

Ⓐ   Yes

Ⓑ   No

12. Is there training or professional development in using computers for mathematics instruction available at your school or district?

VB543555

Ⓐ Yes

Ⓑ No

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

VB543554

Ⓐ Unrestricted use

Ⓑ Restricted use

Ⓒ Calculators are not permitted

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

VB535973

Ⓐ None

Ⓑ Basic four-function (addition, subtraction, multiplication, division)

Ⓒ Scientific (not graphing)

Ⓓ Graphing

15. At your school, who sets the policy on calculator use in the classroom?

VB543553

Ⓐ Each individual teacher

Ⓑ The mathematics teachers collectively within the school

Ⓒ The curriculum supervisor of the district

Ⓓ The local Board of Education

16. How often do your students use calculators for each of the following purposes? Fill in **one** oval on each line.

	Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a. To work along with whole-class lessons led by you	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543557
b. To "check their work" on problems they do on their own	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543558
c. To calculate the answers to problems they do on their own	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543559
d. To graph mathematical functions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543560

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

Ⓐ   Never

Ⓑ   Sometimes

Ⓒ   Always

18. How often do you and/or your students use each of the following devices during mathematics lessons? Fill in **one** oval on each line.

VB535975

	Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Personal digital devices (e.g., PDA or tablet computer)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535977
b. Symbolic manipulator (manipulates and transforms algebraic expressions)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535978
c. Geometry sketchbook (translates freehand drawings into mathematics functions)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535979
d. Data collection device (records distance, acceleration, pressure, voltage, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB535980

If you teach <u>reading/language arts</u>, please continue. If you do <u>not</u> teach reading/language arts, skip to Part IV (science).

Part III: Reading/Language Arts

Classroom Organization and Instruction

The following questions ask about the organization of your classroom. If you teach more than one fourth-grade class, please pick a single one of these classes to use as the basis for answering the questions about classroom organization.
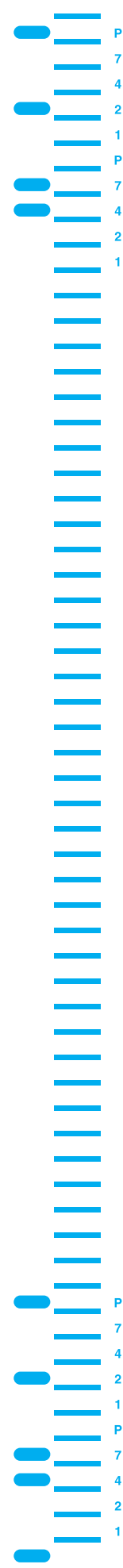
VB473856

1. How many students are in this class?

    Ⓐ   15 or fewer

    Ⓑ   16–18

    Ⓒ   19–20

    Ⓓ   21–25

    Ⓔ   26 or more

VB473857

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

    Ⓐ   I do not teach language arts to this class.

    Ⓑ   I teach all or most subjects, including language arts.

    Ⓒ   The only subject I teach is language arts.

    Ⓓ   We team teach, and I have primary responsibility for teaching language arts.

3. Which best describes how **language arts** instruction is organized? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.

    Ⓐ   Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.

    Ⓑ   Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.

    Ⓒ   Language arts lessons are primarily integrated with instruction in other subjects.

The following questions ask about your reading instruction in general. If you teach more than one fourth-grade class, please pick a single one of these classes to use as the basis for answering these questions.

4. About how much time in total do you spend with this class on **language arts instruction** in a typical week? Language arts refers to reading, writing, literature, and related topics.

    Ⓐ   Less than 3 hours

    Ⓑ   3–4.9 hours

    Ⓒ   5–6.9 hours

    Ⓓ   7–9.9 hours

    Ⓔ   10 or more hours

5. On what basis do you create instructional groups for reading in this class?

    Ⓐ   I don't create groups for reading in this class.

    Ⓑ   Ability

    Ⓒ   Interest

    Ⓓ   Diversity

    Ⓔ   Other

VB473859

VB608498

PJ000198

6. How often do you do the following things as part of reading instruction with this class? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Ask students to read aloud	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608500
b. Ask students to talk with each other about what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608501
c. Ask students to write about something they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608582
d. Ask students to work in a reading workbook or on a worksheet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608583
e. Ask students to read silently	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608584
f. Give students time to read books they have chosen themselves	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608585
g. Ask students to do a group activity or project about what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608586
h. Ask students to discuss different interpretations of what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608587
i. Ask students to explain or support their understanding of what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608588
j. Watch movies, videos, filmstrips, television; or listen to tapes, compact discs, or records	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608589
k. Help students understand new words	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608590
l. Ask students to answer questions about what they have read in writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608591
m. Ask students to make predictions about what they read as they are reading it	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608592
n. Ask students to make generalizations and draw inferences based on what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608593
o. Ask students to describe the style or structure of the text they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608594

7. How often do you use each of the following to assess student progress in reading? Fill in **one** oval on each line.

VB608595

	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice week	
a. Multiple-choice tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608596
b. Short-answer tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608597
c. Paragraph length written responses about what students have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608598
d. Individual or group projects or presentations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608599
e. Reading portfolios	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608600
f. Extended essays/papers on assigned topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608601
g. Oral reading assignment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608602

If you teach <u>science</u> and the NAEP science assessment is being administered at your school, please continue. If you do <u>not</u> teach science, you have finished the survey. Thank you for your time.

Part IV: Science

Classroom Organization and Instruction

The following questions ask about the organization of your classroom. If you teach more than one fourth-grade class, please pick a single one of these classes to use as the basis for answering the questions about classroom organization.

VB473856

1. How many students are in this class?

   Ⓐ 15 or fewer

   Ⓑ 16–18

   Ⓒ 19–20

   Ⓓ 21–25

   Ⓔ 26 or more

VB598092

2. Which best describes your role in teaching **science** to this class? Fill in **one** oval.

   Ⓐ I do not teach science to this class.

   Ⓑ I teach all or most subjects, including science.

   Ⓒ The only subject I teach is science.

   Ⓓ We team teach, and I have primary responsibility for teaching science.

3. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class?

Ⓐ I get all the resources I need.

Ⓑ I get most of the resources I need.

Ⓒ I get some of the resources I need.

Ⓓ I don't get any of the resources I need.

The following questions ask about your science instruction in general. If you teach more than one fourth grade science class, please pick a single one of these classes to use as the basis for answering these questions.

4. About how much time in total do you spend with this class on **science instruction** in a typical week?

Ⓐ Less than 1 hour

Ⓑ 1–1.9 hours

Ⓒ 2–2.9 hours

Ⓓ 3–3.9 hours

Ⓔ 4 hours or more

5. About how often do your science students do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Read a science textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608605
b. Read a book or a magazine about science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608606
c. Discuss science in the news	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608607
d. Work with other students on a science activity or project	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608608
e. Give an oral science report	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608609
f. Prepare a written science report	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608610
g. Do hands-on activities or investigations in science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608611
h. Talk about the measurements and results from students' hands-on activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608612
i. Take a science test or quiz	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608613

6. When you teach science, about how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Do a science demonstration	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608615
b. Use computers for science (e.g., science software, telecommunications)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608616
c. Read to students from the science textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608617
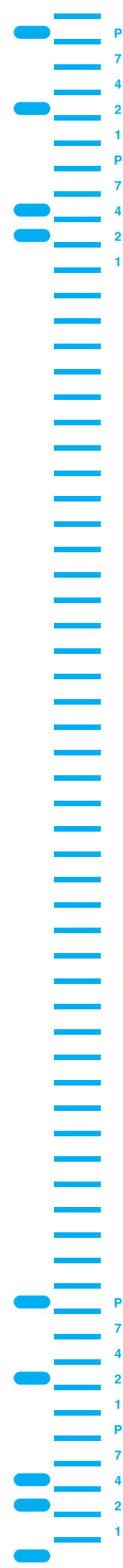
7. In this class, about how much time do you spend on each of the following areas of science? Fill in **one** oval on each line.

VB608618

	None	Little	Some	A lot	
a. Life science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608619
b. Earth science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608620
c. Physical science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608621

HE002445

8. Do you ever assign individual or group science projects or investigations in school that take a week or more?

Ⓐ Yes

Ⓑ No

VB610542

9. How often do you use each of the following to assess student progress in science? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Multiple-choice tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB610543
b. Short written responses (e.g., a phrase or sentence)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB610544
c. Long written responses (e.g., several sentences or paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB610545