Council of Chief State School Officers
Wisconsin Center for Education Research
Learning Point Associates

SURVEYS OF ENACTED CURRICULUM©

Survey Of Instructional Practices
Teacher Survey
Grades K-12
English, Language Arts, and Reading

Thank you for agreeing to participate in this survey of instructional practices and content. This survey is part of a collaborative effort to provide education researchers, policymakers, administrators, and most importantly, teachers like yourself with comparative information about instruction in districts participating in the SEC Collaborative or in associated initiatives from states and districts around the country. To learn more about the surveys of enacted curriculum and their use in other projects, please visit the project website: http://www.secsurvey.org

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with staff in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You may withdraw from the study simply by returning the questionnaire without completing it, without penalty or loss of services or benefits to which you would be otherwise entitled.

If you have any questions regarding your rights as a research participant, please contact the University of Wisconsin-Madison School of Education's Human Subjects Committee office at (608) 262-2463.

Reporting Period: Most recent school year (current year, if reporting after March 1st)

Instructions for Selecting the Target Class

English, language arts, and reading instruction: For all questions, please refer only to activities that are part of English, language arts, <u>or</u> reading instruction. If you teach more than one class, respond only for the first class that you teach each week. If that is a split class (i.e., the class contains more than one group for language arts instruction and each group is taught separately), respond for only one group.

Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.

Survey of Instructional Practices
for
English, Language Arts, and Reading

SCHOOL DESCRIPTION

1 Which of these categories best describe the way your English, language arts, and reading classes at this school are organized? (Check all that apply)

- ① Departmentalized Instruction
- ② Subject-Area Specialist (non-departmental)
- ③ Self-Contained (i.e., teach multiple subjects)
- ④ Team Taught

2 If your school is departmentalized, or if you are a subject-area specialist, how many different English, language arts, and reading classes do you currently teach?

⓪ ① ② ③ ④ ⑤ ⑥ ⑦
(Number of classes taught)

CLASS DESCRIPTION

3 Which term best describes the target class, or course, you are teaching?

- ① English/Language Arts
- ② Reading
- ③ Dramatics/Speech
- ④ English as a Second Language
- ⑤ Literature
- ⑥ Journalism/Writing
- ⑦ Technical Writing
- ⑧ AP/IB Classes
- ⑨ Other

CLASS DESCRIPTION (cont.)

4 What is the grade level of most of the students in the target class?

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	①	②
K	1	2	3	4	5	6	7	8	9	10	11	12

5 How many students are in the target class?

- ⓪ 10 or fewer
- ① 11 to 15
- ② 16 to 20
- ③ 21 to 25
- ④ 26 to 30
- ⑤ 31 or more

6 What percentage of the students in the target class are <u>female</u>? (Mark nearest 10%)

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Less than 10	10	20	30	40	50	60	70	80	90+ %

7 What percentage of the students in the target class are <u>not</u> Caucasian? (Mark nearest 10%)

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Less than 10	10	20	30	40	50	60	70	80	90+ %

8 <u>During a typical week</u>, approximately how many hours will the target class spend in English, language arts, and reading instruction?

Number of instructional hours=

⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
0	1	2	3	4	5	6	7	8	9

9 What is the average length of each class period for the target English, language arts, and reading class?

- ⓪ Not applicable
- ① 30 to 40 minutes
- ② 41 to 50 minutes
- ③ 51 to 60 minutes
- ④ 61 to 90 minutes
- ⑤ 91 to 120 minutes
- ⑥ Varies due to block scheduling or integrated instruction

10 For how many weeks will the target English, language arts and reading class meet this school year in total?

Total number of weeks=

⓪	①	②
1 to 12	13 to 24	25 or more

11 What is the achievement level of most of the students in the target class, compared to national norms?

- ① High achievement levels
- ② Average achievement levels
- ③ Low achievement levels
- ④ Mixed achievement levels

12 What percentage of students in the target class are Limited English Proficient (LEP)?

- ⓪ None
- ① Less than 10%
- ② 10% to 25%
- ③ 26% to 50%
- ④ More than 50%

13 What is considered <u>most</u> in scheduling students into the target class?

- ⓪ Ability or prior achievement
- ① Limited English proficiency
- ② Teacher recommendation
- ③ Parent request
- ④ Student decision
- ⑤ No one factor more than another

HOMEWORK (work assigned to be completed *outside of class*)

Answer the following questions with regard to your target class:

14 How often do you usually assign English, language arts, and reading homework to be completed outside of class?

- ⓪ Never (Skip to # 25)
- ① Less than once per week
- ② Once or twice per week
- ③ Three to four times per week
- ④ Every day

15 How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class?

- ⓪ I do not assign homework
- ① Less than 15 minutes
- ② From 15 to 30 minutes
- ③ From 31 to 60 minutes
- ④ From 61 to 90 minutes
- ⑤ More than 90 minutes

16 Does homework completed outside of class count toward student grades?

- ⓪ Never
- ① Usually does not
- ② Usually does
- ③ Always does

AMOUNT OF HOMEWORK TIME

0 - None
1 - Little (*Less than 10% of homework time outside of class*)
2 - Some (*10-25% of homework time outside of class*)
3 - Moderate (*26-50% of homework time outside of class*)
4 - Considerable (*More than 50% of homework time outside of class)*

What percentage of the time that students in the target class spend on English, language arts, and reading homework done *outside of class* do you expect them to:

	None	Little	Some	Moderate	Considerable
17 Research, plan, and write a report	⓪	①	②	③	④
18 Read assigned text	⓪	①	②	③	④
19 Engage in a writing process (e.g., prewriting, drafting, editing, or revising)	⓪	①	②	③	④
20 Complete a worksheet or answer assigned questions	⓪	①	②	③	④
21 Work on a demonstration or presentation	⓪	①	②	③	④
22 Collect data or information	⓪	①	②	③	④
23 Participate in word study activities (e.g., spelling, vocabulary,etc.)	⓪	①	②	③	④
24 Other (Specify:_____)	⓪	①	②	③	④

INSTRUCTIONAL ACTIVITIES IN ENGLISH, LANGUAGE ARTS, AND READING (ELAR)

Listed below are questions about the types of activities **that students in the target class** may engage in during English, language arts, and reading instruction. Please estimate the relative amount of time a typical student in your class will spend engaged in *each activity* over the course of a school year. The activities are not mutually exclusive; across activities, **your answers will probably exceed 100%**. Consider each activity on its own, estimating the range that best indicates the relative amount of English, language arts, and reading instructional time that a typical student in your target class engages in over the course of a school year for that category.

AMOUNT OF INSTRUCTIONAL TIME

0 - None
1 - Little (*Less than 10%* of instructional time for the school year)
2 - Some (*10-25%* of instructional time for the school year)
3 - Moderate (*26-50%* of instructional time for the school year)
4 - Considerable *(More than 50% of* instructional time for the school year)

How much of the English, language arts, and reading instructional time in the target class do students use to engage in the following tasks?	None	Little	Some	Moderate	Considerable
25 Watch the teacher demonstrate/model English, language arts and reading processes (e.g., reading, writing, and speaking)	⓪	①	②	③	④
26 Silently read books, magazines, articles, or other written material of their own choice	⓪	①	②	③	④
27 Collect, summarize, and/or analyze information from multiple sources	⓪	①	②	③	④
28 Maintain and reflect on a portfolio of their own work	⓪	①	②	③	④
29 Engage in a writing process (e.g., prewriting, drafting, editing, or revising)	⓪	①	②	③	④
30 Learn to use resources (e.g., dictionary, thesaurus, or speller)	⓪	①	②	③	④
31 Use hands-on materials or manipulatives (e.g., letter tiles, boxes, puppets, or costumes)	⓪	①	②	③	④
32 Work in pairs or small groups	⓪	①	②	③	④
33 Engage or participate in a language arts activity outside the classroom (e.g., attend a play, performance, or similar activity during school time)	⓪	①	②	③	④
34 Use computers or other technology (e.g., cameras, tape recorders, etc.) to learn/practice/explore language arts content	⓪	①	②	③	④
35 Practice test-taking strategies	⓪	①	②	③	④
36 Work individually on assignments	⓪	①	②	③	④
37 Take a quiz or test	⓪	①	②	③	④

INSTRUCTIONAL ACTIVITIES IN ENGLISH, LANGUAGE ARTS, AND READING (ELAR)

AMOUNT OF INSTRUCTIONAL TIME

0 - None
1 - Little *(Less than 10%* of instructional time for the school year)
2 - Some (*10-25%* of instructional time for the school year)
3 - Moderate (*26-50%* of instructional time for the school year)
4 - Considerable *(More than 50%* of instructional time for the school year)

How much of the English, language arts, and reading instructional time in the target class do students use to engage in the following tasks?	None	Little	Some	Moderate	Considerable
38 Work with teacher in guided reading or writing practice	⓪	①	②	③	④
39 Participate in a student-teacher conference	⓪	①	②	③	④
40 Listen to outside speakers in class	⓪	①	②	③	④
41 Read aloud (e.g., pair sharing)	⓪	①	②	③	④
42 View slides, overheads, films, videos, or DVDs or listen to recordings	⓪	①	②	③	④
43 Listen to the teacher read aloud	⓪	①	②	③	④
44 Engage in a speech, oral presentation, or performance	⓪	①	②	③	④
45 Use a work center/station	⓪	①	②	③	④
46 Engage in journal or free expressive writing	⓪	①	②	③	④
47 Use graphic organizers	⓪	①	②	③	④
48 Grade assignments/check homework	⓪	①	②	③	④

AMOUNT OF INSTRUCTIONAL TIME **(for this set of activities)**

0 - None
1 - Little *(Less than 10% of instructional time for this set of activities)*
2 - Some *(10-25% of instructional time for this set of activities)*
3 - Moderate *(26-50% of instructional time for this set of activities)*
4 - Considerable *(More than 50% of instructional time for this set of activities)*

Activities in ELAR

When students in the target class are engaged in <u>constructing meaning from text activities</u> as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

		None	Little	Some	Moderate	Considerable
49	Complete English, language arts, and reading exercises from a text or worksheet	⓪	①	②	③	④
50	Write a response or explanation using brief constructed responses of several sentences or more	⓪	①	②	③	④
51	Respond creatively to texts	⓪	①	②	③	④
52	Relate text to personal experience or prior learning	⓪	①	②	③	④
53	Use reading and writing to solve real-world problems	⓪	①	②	③	④
54	Analyze information to make inferences or draw conclusions	⓪	①	②	③	④

Small Group Activities in ELAR

When students in the target class work <u>in pairs or small groups</u> as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

		None	Little	Some	Moderate	Considerable
55	Discuss *how* they read and *how* they write	⓪	①	②	③	④
56	Discuss *what* they read and *what* they write	⓪	①	②	③	④
57	Complete written assignments from the textbook or worksheets	⓪	①	②	③	④
58	Work on an assignment, report, or project that takes longer than a week to complete	⓪	①	②	③	④
59	Work on a writing project in which group members engage in peer revision and editing	⓪	①	②	③	④
60	Review assignments or prepare for a test or quiz	⓪	①	②	③	④
61	Prepare or practice for a presentation	⓪	①	②	③	④

AMOUNT OF INSTRUCTIONAL TIME *(for this set of activities)*

0 - None
1 - Little *(Less than 10% of instructional time for this set of activities)*
2 - Some *(10-25% of instructional time for this set of activities)*
3 - Moderate *(26-50% of instructional time for this set of activities)*
4 - Considerable *(More than 50% of instructional time for this set of activities)*

Hands-On and Technology Activities in ELAR

When students in the target class are engaged in activities that involve <u>the use of hands-on materials</u> as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

	None	Little	Some	Moderate	Considerable
62 Work on projects such as puppet shows, plays, or dioramas	⓪	①	②	③	④
63 Build models or charts that support the text	⓪	①	②	③	④

When students in the target class are engaged in activities that involve the <u>use of computer or other educational technology</u> as part of English, language arts, and reading instruction, how much of that time do they use to engage in the following tasks?

	None	Little	Some	Moderate	Considerable
64 Learn facts or practice procedures, skills, or conventions	⓪	①	②	③	④
65 Engage in a writing process (e.g., prewriting, drafting, editing, or revision)	⓪	①	②	③	④
66 Research and collect information (e.g., internet, CD-ROM, etc.)	⓪	①	②	③	④
67 Display and analyze data/information	⓪	①	②	③	④
68 Create multi-media presentations (e.g., website, PowerPoint, etc.)	⓪	①	②	③	④
69 Take a test, quiz, online assessment, or diagnostic inventory	⓪	①	②	③	④
70 Use individualized instruction or tutorial software	⓪	①	②	③	④
71 Communicate through e-mail	⓪	①	②	③	④

NOTE: The response options on this page refer to the amount of time available for each underlined <u>cluster of activities</u> separately.

AMOUNT OF INSTRUCTIONAL TIME **(for this set of activities)**

0 - None
1 - Little *(Less than 10% of instructional time for this set of activities)*
2 - Some *(10-25% of instructional time for this set of activities)*
3 - Moderate *(26-50% of instructional time for this set of activities)*
4 - Considerable *(More than 50% of instructional time for this set of activities)*

Processes of Inquiry in ELAR

When students in the target class participate in instruction about the <u>processes of inquiry</u> as part of English, language arts, and reading, how much of that time do they use to engage in the following tasks?

		None	Little	Some	Moderate	Considerable
72	Listening and responding to directions	⓪	①	②	③	④
73	Questioning (e.g., interviewing, probing, or interrogating)	⓪	①	②	③	④
74	Skimming, scanning, or taking notes	⓪	①	②	③	④
75	Organizing, outlining, or summarizing information	⓪	①	②	③	④
76	Developing research questions	⓪	①	②	③	④
77	Conducting research procedures	⓪	①	②	③	④
78	Working with reference sources (e.g., dictionary, encyclopedia, and internet sites)	⓪	①	②	③	④
79	Examining secondary or primary sources	⓪	①	②	③	④
80	Evaluating credibility and utility of information sources	⓪	①	②	③	④
81	Becoming literate in electronic media	⓪	①	②	③	④
82	Learning and using library skills (e.g., classification systems, serial locations, etc.)	⓪	①	②	③	④
83	Organizing information for display or presentation	⓪	①	②	③	④
84	Documenting findings (e.g., use citations and references)	⓪	①	②	③	④

ASSESSMENTS

For items 85-88, please indicate how often you use each of the following strategies when assessing students in the target English, language arts, and reading class?

		Not at all	1 - 4 times per <u>year</u>	1 - 3 times per <u>month</u>	1 - 3 times per <u>week</u>	4 - 5 times per <u>week</u>
85	Students answer objective questions (e.g., multiple-choice, true/false, or matching)	⓪	①	②	③	④
86	Students perform on-demand literacy tasks (e.g., writing to a prompt, reading aloud, giving a presentation, etc.)	⓪	①	②	③	④
87	Students assess their own work and progress (e.g., using rubrics, checklists, or reflective journals)	⓪	①	②	③	④
88	Teacher monitors student responses and interactions during discussion	⓪	①	②	③	④

INSTRUCTIONAL INFLUENCES

For items 89-101, please indicate the degree to which each of the following influences what you teach in the target English, language arts, and reading class.

		N/A	Strong Negative Influence	Somewhat Negative Influence	Little or No Influence	Somewhat Positive Influence	Strong Positive Influence
89	Your state's curriculum framework or content standards	⓪	①	②	③	④	⑤
90	Your district's curriculum framework, standards, or guidelines	⓪	①	②	③	④	⑤
91	Textbook or instructional materials	⓪	①	②	③	④	⑤
92	State test or results from test	⓪	①	②	③	④	⑤
93	District test or results from test	⓪	①	②	③	④	⑤
94	National English, language arts, and reading education standards	⓪	①	②	③	④	⑤
95	Your pre-service preparation	⓪	①	②	③	④	⑤
96	Students' special needs	⓪	①	②	③	④	⑤
97	Parental or community preferences	⓪	①	②	③	④	⑤
98	Preparation of students for next grade or level	⓪	①	②	③	④	⑤
99	Local priorities, directives, or policies	⓪	①	②	③	④	⑤
100	Your professional development experiences	⓪	①	②	③	④	⑤
101	Screening, diagnostic, or classroom assessment results	⓪	①	②	③	④	⑤

CLASSROOM INSTRUCTIONAL READINESS

For items 102-120, please indicated how well prepared you are to:

		Not Well Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
102	Use/manage cooperative learning groups in English, language arts, and reading	⓪	①	②	③
103	Integrate English, language arts, and reading with other subjects	⓪	①	②	③
104	Provide instruction that meets state English, language arts, and/or reading standards	⓪	①	②	③
105	Use a variety of assessment strategies	⓪	①	②	③
106	Teach reading at your assigned level	⓪	①	②	③
107	Teach writing at your assigned level	⓪	①	②	③
108	Teach language arts at your assigned level	⓪	①	②	③
109	Teach literature at your assigned level	⓪	①	②	③
110	Teach critical thinking at your assigned level	⓪	①	②	③
111	Select and/or adapt instructional materials to implement the prescribed curriculum	⓪	①	②	③
112	Teach students with physical disabilities	⓪	①	②	③
113	Help students document and evaluate their own work	⓪	①	②	③
114	Teach classes for students with diverse abilities and learning styles	⓪	①	②	③
115	Teach students from a variety of cultural backgrounds	⓪	①	②	③
116	Teach students who have limited English proficiency	⓪	①	②	③
117	Teach students who have learning disabilities that impact language arts learning	⓪	①	②	③
118	Organize and manage the classroom	⓪	①	②	③
119	Support students' developmental and maturational needs	⓪	①	②	③
120	Involve parents in the English, language arts, and reading education of their children	⓪	①	②	③

TEACHER OPINIONS AND BELIEFS

For items 121-138, please indicate your opinion about each of the statements below:

	Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
121 Students learn language arts best when they engage in reading and writing to solve problems.	⓪	①	②	③	④
122 Students need extensive practice applying specific grammar, usage, and mechanics skills.	⓪	①	②	③	④
123 Teaching reading strategies should be an integral part of the secondary curriculum.	⓪	①	②	③	④
124 All students can learn challenging content in English, language arts, and reading.	⓪	①	②	③	④
125 Students learn English, language arts, and reading best in classes with students of similar abilities.	⓪	①	②	③	④
126 It is important for students to learn basic language arts skills before engaging in critical thinking.	⓪	①	②	③	④
127 I enjoy teaching English, language arts, and reading.	⓪	①	②	③	④
128 I am supported by colleagues to try out new ideas in teaching English, language arts, and reading.	⓪	①	②	③	④
129 I receive support from the administration for teaching English, language arts, and reading.	⓪	①	②	③	④
130 English, language arts, and reading teachers in this school regularly share ideas and materials.	⓪	①	②	③	④
131 English, language arts, and reading teachers in this school regularly observe each other teaching classes.	⓪	①	②	③	④
132 I have many opportunities to learn new things about teaching English, language arts, and reading in my present job.	⓪	①	②	③	④
133 I am required to follow rules at this school that conflict with my best professional judgment about teaching and learning English, language arts, and reading.	⓪	①	②	③	④
134 Most teachers in this school contribute actively to making decisions about the curriculum.	⓪	①	②	③	④
135 I have adequate time during the regular school week to work with my peers on English, language arts, and reading curriculum or instruction.	⓪	①	②	③	④
136 I have adequate curriculum materials available for instruction.	⓪	①	②	③	④
137 Student absenteeism is a problem in my class.	⓪	①	②	③	④
138 Mobility of students in and out of our school is a concern.	⓪	①	②	③	④

PROFESSIONAL DEVELOPMENT IN ENGLISH, LANGUAGE ARTS, OR READING

In answering the following items, consider all the professional development activities related to English, language arts, or reading <u>content</u> *or English, language arts, or reading* <u>education</u> *that you have participated in* <u>**since June 1st of last year**</u>. *Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.*

Since June 1st of last year, <u>how much time have you spent</u> engaged in professional development activities focused on English, language arts, reading, or literature?

0 = N/A   1 = 1-5 hrs.   2 = 6-15 hrs.   3 = 16-35 hrs.   4 = 36-60 hrs.   5 = 60+ hrs.

	Amount of Time					
139 Workshops or in-service training about teaching or learning English, language arts, reading, or literature	⓪	①	②	③	④	⑤
140 Summer institutes or conferences about teaching or learning English, language arts, reading, or literature	⓪	①	②	③	④	⑤
141 College courses that supported the teaching or learning of English, language arts, reading, or literature (indicate number of hours in class)	⓪	①	②	③	④	⑤

Since June 1st of last year, <u>how frequently have you engaged in</u> each of the following activities focused on English, language arts, reading, or literature?

	Never	Once or twice a <u>year</u>	Once or twice a <u>term</u>	Once or twice a <u>month</u>	Once or twice a <u>week</u>	Almost <u>daily</u>
142 Attended conferences related to English, language arts, reading, or literature	⓪	①	②	③	④	⑤
143 Participated in teacher study groups, networks, or collaboratives	⓪	①	②	③	④	⑤
144 Used teacher resource centers or internet resources to enrich your knowledge and skills	⓪	①	②	③	④	⑤
145 Worked on a committee or task force focused on curriculum and instruction	⓪	①	②	③	④	⑤
146 Engaged in informal self-directed learning (e.g., discussions with colleagues about English, language arts, reading, or literature)	⓪	①	②	③	④	⑤

Thinking again about your professional development activities in English, language arts, reading, or literature since June 1st of last year, how often has the following occurred for you?

		Never	Rarely	Sometimes	Often
147	Observed demonstrations of teaching techniques	①	②	③	④
148	Received coaching or mentoring about my instruction from an activity leader, coach, or mentor	①	②	③	④
149	Led group discussions	①	②	③	④
150	Conducted a demonstration of a lesson, unit, or skill	①	②	③	④
151	Developed curricula or lesson plans with others	①	②	③	④
152	Reviewed student work or scored assessments	①	②	③	④
153	Developed assessments or tasks	①	②	③	④
154	Given a lecture or presentation to colleagues	①	②	③	④

Still thinking about your professional development activities since June 1st of last year, indicate how often they have been:

		Never	Rarely	Sometimes	Often
155	Designed to support the school's improvement plan	①	②	③	④
156	Consistent with your department's or grade level's plan to improve teaching	①	②	③	④
157	Consistent with your personal goals for your professional development	①	②	③	④
158	Built on what you learned in previous professional development activities	①	②	③	④
159	Provided follow-up activities that related clearly to what you learned	①	②	③	④

Since June 1st of last year, have you participated in professional development activities in the following ways?

		No	Yes
160	I participated in professional development activities along with most or all of the teachers from my school.	⓪	①
161	I participated in professional development activities along with most or all of the teachers from my department or grade level.	⓪	①
162	I participated in professional development activities NOT attended by other staff from my school.	⓪	①
163	I discussed what I learned with other teachers in my school or department who did NOT attend the activity.	⓪	①

Since June 1st of last year, how much <u>emphasis</u> have your professional development activities placed on the following topics?

		None	Minor	Moderate	Major
164	State content standards	①	②	③	④
165	Alignment of instruction to curriculum	①	②	③	④
166	Instructional approaches	①	②	③	④
167	In-depth study of a specific area in English, language arts, or reading	①	②	③	④
168	Study of how children learn particular topics in English, language arts, or reading	①	②	③	④
169	Individual differences in student learning	①	②	③	④
170	Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities)	①	②	③	④
171	Classroom assessment (e.g., diagnostic, textbook-linked tests, teacher-developed tests)	①	②	③	④
172	State or district assessment (e.g., preparing, understanding, interpreting assessment data)	①	②	③	④
173	Technology to support student learning	①	②	③	④

TEACHER CHARACTERISTICS

		Female	Male
174	Please indicate your gender.	⓪	①

175 Please indicate your race/ethnicity. (Indicate all that apply)

① American Indian or Alaska Native
② Asian
③ Black or African American
④ Hispanic or Latino/a
⑤ Native Hawaiian or other Pacific Islander
⑥ White

		Less than 1 year	1 - 2 years	3 - 5 years	6 - 8 years	9 - 11 years	12 - 15 years	More than 15 years
176	How many years have you taught English, language arts, or reading prior to this year?	⓪	①	②	③	④	⑤	⑥
177	How long have you been assigned to teach at your current school?	⓪	①	②	③	④	⑤	⑥

		N/A	BA or BS	MA or MS	Multiple MA or MS	Ph.D. or Ed.D.	Other
178	What is the highest degree you hold?	⓪	①	②	③	④	⑤

179 What was your major field of study for the bachelor's degree?

① Elementary Education with an English, language arts, or reading concentration

② Elementary Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)

③ Middle School Education with an English, language arts, or reading concentration

④ Middle School Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)

⑤ Secondary Education with an English, language arts, or reading concentration

⑥ Secondary Education with a concentration in another area (e.g., another education area such as science, mathematics, foreign language, etc.)

⑦ English

⑧ Other academic discipline (e.g., science, mathematics, foreign language, etc.)

180 **If applicable**, what was your **major field** of study for the **highest degree you hold** beyond a bachelor's degree?

① English, language arts, or reading

② Curriculum and Instruction

③ Administration

④ Special Education

⑤ Other disciplines (such as science, mathematics, foreign languages, etc.)

⑥ None (bachelor's is highest degree)

⑦ Other (Specify: _____)

181 What certifications do you currently possess? (Check all that apply)

① Emergency, provisional or temporary Certification

② Elementary/Early Childhood Certification

③ Middle School Certification

④ Secondary Certification, in a field other than English, language arts, or reading

⑤ Secondary English, language arts, or reading Certification

⑥ National Board Certification

FORMAL COURSE PREPARATION
Please estimate the total number of <u>courses</u> (quarter or semester) you have taken at the undergraduate and/or graduate level in each of the following areas:

	(Number of courses)									
	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
182 English/American literature	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
183 Writing, composition, speech, or theater	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
184 Teaching of English, language arts, or reading	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

This is the end of the Instructional Practices portion of the survey. Please continue on to complete the Instructional Content portion. Thank you.

Council of Chief State School Officers
Wisconsin Center for Education Research
Learning Point Associates

SURVEYS OF ENACTED CURRICULUM©

Survey Of Instructional Content
Teacher Survey
Grades K-12
English, Language Arts, and Reading

The following pages request information regarding topic coverage and your expectations for students in the target English, language arts, and reading class for **the most recent school year (current year if reporting after March 1st)**. The content matrix that follows contains lists of discrete topics associated with English, language arts, and reading instruction. The categories and the level of specificity are intended to gather information about content across a wide variety of programs. It is not intended to reflect any recommended or prescribed content for the grade level and may or may not be reflective of your local curriculum.

Please read the instructions on the next two pages carefully before proceeding.

STEP 1: Indicate topics not covered in this class.

Begin by reviewing the entire list of topics identified in the topics column of each table, noting how topics are grouped. After reviewing each topic within a given grouping, if none of the topics listed within that group receive any instructional coverage, circle the "<none>" in the "Time on Topic" column for that group. For any individual topic which is not covered in this reading/language arts class, fill-in the circled "zero" in the "Time on Topic" column. (Not necessary for those groups with "<none>" circled.) Any topics or topic groups so identified will not require further response. [Note, for example, that the class described in the example below did not cover any topics under "Fluency" and so "<none>" is circled.]

STEP 2: Indicate amount of time spent on each topic covered in this class.

Examine the list of topics a second time. This time note the amount of coverage devoted to each topic by filling in the appropriately numbered circle in the "Time on Topic" column, based upon the following codes:

0 = None, not covered

1 = Slight Coverage (less than one class/lesson)

2 = Moderate Coverage (one to five classes/lessons)

3 = Sustained Coverage (more than five classes/lessons)

Step 1   **Step 2**

Time on Topic		*Grades K-12 ELAR Topics*	*Expectations for Students in English/Language Arts/Reading*				
<none> 3		**Vocabulary Development**	**Memorize/Recall**	**Perform Procedure/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②●	301	Compound words and contractions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①●③	302	Inflectional forms (e.g., -s, -ed, -ing)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪●②③	303	Suffixes, prefixes, and root words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	304	Word definitions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	305	Etymology	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	306	Synonyms and antonyms	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	307	Multiple meanings	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	308	Denotation and connotation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①●③	309	Analogies	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
(<none>) 4		**Awareness of text and print features**	**Memorize/Recall**	**Perform Procedure/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②③	401	Book handling	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	402	Directionality	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	403	Parts of a book (e.g., cover, title, front, and back)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	404	Letter and word recognition	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	405	Punctuation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	406	Text features (e.g., index, glossary, and headings)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

STEP 3: Indicate relative emphases of each student expectation for every topic taught.

The final step in completing this section of the survey concerns your expectations for what students should know and be able to do. For each topic area, please provide information about the relative amount to instructional time spent on work designed to help students reach each of the listed expectations by filling in the appropriately numbered circle using the response codes listed below. (Note: To the left of each content sheet, you will find a list of descriptors for each of the five expectations for students.)

0 = No emphasis   (Not an expectation for this topic)
1 = Slight emphasis   (Accounts for less than 25% of the time spent on this topic)
2 = Moderate emphasis (Accounts for 25% to 33% of the time spent on this topic)
3 = Sustained emphasis (Accounts for more than 33% of the time spent on this topic)

Note: A code of "3"should typically be given for only one, and no more than two expectation categories within any given topic. No expectation codes should be filled-in for those topics for which no coverage is provided (i.e., circled "0" or "<none>").

Step 3

Time on Topic		Grades K-12 ELAR Topics	Memorize/Recall	Perform Procedure/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate
<none>	3	**Vocabulary**					
⓪①②●	301	Compound words and contractions	⓪①②●	⓪①②●	⓪●②③	⓪●②③	⓪①②●
⓪①②●	302	Inflectional forms (e.g., -s, -ed, -ing)	⓪①②●	⓪①②●	⓪①②●	⓪①②●	⓪●②③
⓪●②③	303	Suffixes, prefixes, and root words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪●②③	304	Word definitions (incl. new vocab.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪●②③	305	Word origins	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②●	306	Synonyms, antonyms, homonyms	⓪●②③	⓪●②③	⓪①●③	⓪①●③	⓪①②●
⓪●②③	307	Word or phrase meaning from context	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪●②③	308	Denotation and connotation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①●③	309	Analogies	⓪①②●	⓪①②●	⓪①●③	⓪●②③	⓪●②③
⓪●②③	310	Sight Words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪●②③	311	Use of references	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
(<none>)	4	**Text and print features**	Memorize/Recall	Perform Procedure/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate
⓪①②③	401	Book handling	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	402	Directionality; sequence of text	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	403	Parts of a book (e.g., cover, title, front, back)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③			⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	404	Letter and word recognition	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	405	Structural elements (e.g. index, glossary, table of contents, subtitles, headings)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③			⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	406	Graphical elements (e.g. graphs, charts, images, illustrations)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③			⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	407	Text features (e.g., index, glossary, headings)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in English, Language Arts, and Reading

Memorize/Recall

Provide facts, terms, definitions, conventions

Describe

Locate literal answers in text

Identify relevant information

Reproduce sounds or words

Analyze/Investigate

Categorize, schematize information

Distinguish fact and opinion

Make inferences, draw conclusions

Predict probable consequences

Compare and contrast

Identify with another's point of view

Perform Procedures/Explain

Follow instructions

Give examples

Summarize

Identify purpose, main ideas, organizational patterns

Check consistency

Gather Information

Evaluate

Determine relevance, coherence, internal consistency, logic

Test conclusions, hypotheses

Critique

Assess adequacy, appropriateness, credibility

Synthesize content and ideas from several sources

Generalize

Generate/Create/Demonstrate

Dramatize

Express new ideas (or express ideas in new ways)

Create/develop connections among text, self, world

Integrate with other topics and subjects

Develop reasonable alternatives

Order, group, outline, organize ideas

Recognize relationships

Response Codes **Time on Topic**	Response Codes **Expectations for Students**
0 = None (Not covered)	**0 = No emphasis** (Not a performance goal for this topic)
1 = Slight coverage (Less than one class/lesson)	**1 = Slight emphasis** (Less than 25% of time on this topic)
2 = Moderate coverage (One to five classes/lessons)	**2 = Moderate emphasis** (25% to 33% of time on this topic)
3 = Sustained coverage (More than five classes/lessons)	**3 = Sustained emphasis** (More than 33% of time on this topic)

Time on Topic		Reading	Expectations for Students in English/Language Arts/Reading				
<none>	**1**	**Phonemic awareness**	**Memorize/ Recall**	**Perform Procedures/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②③	101	Phoneme isolation (e.g., the distinct sounds /c/, /a/, and /t/)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	102	Phoneme blending (e.g., c/a/t=cat)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	103	Phoneme segmentation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	104	Onset-rime	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	105	Sound patterns	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	106	Rhyme recognition	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	107	Phoneme deletion, substitution, and addition	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	108	Identification of syllables	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**2**	**Phonics**	**Memorize/ Recall**	**Perform Procedures/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②③	201	Alphabetic principle (includes alphabet recognition and order)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	202	Consonants	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	203	Consonant blends	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	204	Consonant digraphs (e.g., ch, sh, th, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	205	Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	206	R-controlled vowels (e.g., farm, torn, turn, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	207	Patterns within words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	208	Vowel letters (a, e, i, o, u, y)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	209	Vowel phonemes (15 sounds)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	210	Sound and symbol relationships	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	211	Blending sounds	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**3**	**Vocabulary**	**Memorize/ Recall**	**Perform Procedures/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②③	301	Compound words and contractions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	302	Inflectional forms (e.g., -s, -ed, and -ing)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	303	Suffixes, prefixes, and root words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	304	Word definitions (including new vocabulary)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	305	Word origins	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	306	Synonyms, antonyms, and homonyms	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	307	Word or phrase meaning from context	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	308	Denotation and connotation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	309	Analogies	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	310	Sight words	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	311	Use of references	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	**4**	**Text and print features**	**Memorize/ Recall**	**Perform Procedures/ Explain**	**Generate/ Create/ Demonstrate**	**Analyze/ Investigate**	**Evaluate**
⓪①②③	401	Book handling	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	402	Directionality; sequence of text	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	403	Parts of a book (e.g., cover, title, front, and back)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	404	Letter, word, and sentence distinctions	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	405	Structural elements (e.g., index, glossary, table of contents, subtitles, and headings)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	406	Graphical elements (e.g., graphs, charts, images, illustrations)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	407	Technical elements (e.g., bullets, instructions, forms, sidebars)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	408	Electronic elements (e.g., hypertext links, animations, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	409	Environmental print, i.e., prints or symbols found in students' everyday environment	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in English, Language Arts, and Reading

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Describe

Locate literal answers in text

Identify relevant information

Reproduce sounds or words

Analyze/Investigate

Categorize, schematize information

Distinguish fact and opinion

Make inferences, draw conclusions

Predict probable consequences

Compare and contrast

Identify with another's point of view

Perform Procedures/Explain

Follow instructions

Give examples

Summarize

Identify purpose, main ideas, organizational patterns

Check consistency

Gather Information

Evaluate

Determine relevance, coherence, internal consistency, logic

Test conclusions, hypotheses

Critique

Assess adequacy, appropriateness, credibility

Synthesize content and ideas from several sources

Generalize

Generate/Create/Demonstrate

Dramatize

Express new ideas (or express ideas in new ways)

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Integrate with other topics and subjects

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Response Codes Time on Topic	Response Codes Expectations for Students
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Time on Topic			Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
<none>	**5**	**Fluency**					
◎①②③	501	Prosody (e.g., phrasing, intonation, and inflection)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	502	Automaticity of words and phrases (e.g., sight and decodable words)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	503	Speed and pace	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	504	Accuracy	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	505	Independent reading (e.g., repeated/silent reading for fluency)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
<none>	**6**	**Comprehension**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
◎①②③	601	Word meaning from context	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	602	Phrase	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	603	Sentence	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	604	Paragraph	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	605	Main idea(s), key concepts, and sequences of events	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	606	Descriptive elements (e.g., detail, color, and condition)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	607	Narrative elements (e.g., events, characters, setting, and plot)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	608	Persuasive elements (e.g., propaganda, advertisement, and emotional appeal)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	609	Expository or informational elements (e.g., explanation, lists, and organizational patterns such as description, cause-effect, and compare-contrast)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	610	Technical elements (e.g., bullets, instruction, form, sidebars)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	611	Electronic elements (e.g., hypertext links, animations, etc.)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	612	Strategies (e.g., activating prior knowledge, questioning; making connections, predictions; inference, imagery, summarization, re-telling)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	613	Self-correction strategies (e.g., monitoring, cueing systems, and fix-up)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	614	Metacognitive processes (i.e., reflecting about one's thinking)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	615	Interpret maps, graphs, and charts	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	616	Test-taking strategies	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
<none>	**7**	**Critical Reasoning**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
◎①②③	701	Fact and opinion	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	702	Appealing to authority, reason, or emotion	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	703	Validity and significance of assertion or argument	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	704	Relationships among purpose, organization, format, and meaning in text	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	705	Author's assumptions or bias	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	706	Comparison of topic, theme, treatment, scope, or organization across texts	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	707	Inductive/deductive approaches (e.g., making inferences and drawing conclusions from texts)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	708	Logical reasoning in text (e.g., implications, authors' rationale, development of argument, etc.)	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	709	Textual evidence and/or use of references to support position	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	710	Drawing meaning from allegory and myth	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③
◎①②③	711	Distinguishing real from fantastical events in literature	◎①②③	◎①②③	◎①②③	◎①②③	◎①②③

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		Author's Craft	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
<none>	8	**Author's Craft**					
⓪①②③	801	Theme/thesis	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	802	Purpose (e.g., to inform, perform, critique, or appreciate)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	803	Characteristics of genres and forms	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	804	Point of view (e.g., first or third person, multiple perspectives, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	805	Literary devices (e.g., analogy, simile, metaphor, hyperbole, flashbacks, structure, and archetypes)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	806	Literary analysis (e.g. symbolism, voice, style, tone, and mood)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	807	Influence of time and place on authors and texts (e.g., historical era or culture)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	808	Aesthetic aspects of text (e.g. dramatic or poetic elements)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

		Writing Processes	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
<none>	9	**Writing Processes**					
⓪①②③	901	Printing, cursive writing, and penmanship	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	902	Pre-writing (e.g., essential questions, topic selection, brainstorming, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	903	Drafting and revising	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	904	Editing for conventions (e.g., usage, spelling, and structure)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	905	Manuscript conventions (e.g., indenting, margins, citations, references, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	906	Final draft and publishing	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	907	Use of technology (e.g., word processing, multimedia, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

		Elements of Presentation (Verbal and Written)	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
<none>	10	**Elements of Presentation (Verbal and Written)**					
⓪①②③	1001	Purpose, audience, and context	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1002	Main ideas	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1003	Organization	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1004	Word choice	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1005	Support and elaboration	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1006	Style, voice, technique, and use of figurative language	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1007	Writing Conventions (e.g., capitalization, punctuation, indentation, citation, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1008	Transitional Devices	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

		Writing Applications	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
<none>	11	**Writing Applications**					
⓪①②③	1101	Narrative (e.g., stories, fiction, and plays)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1102	Poetry	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1103	Expository (e.g., report, theme, essay, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1104	Critical/evaluative (e.g., review)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1105	Expressive (e.g., journals or reflections)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1106	Persuasive (e.g., editorial, advertisement, or argumentative)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1107	Procedural (e.g., instructions, brochure, lab report, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1108	Technical (e.g., manuals, specifications, research report, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1109	Real world applications of writing (e.g., resumes, letters to editor, note taking, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Expectations for Students in English, Language Arts, and Reading

<u>Memorize/Recall</u>

Provide facts, terms, definitions, conventions

Describe

Locate literal answers in text

Identify relevant information

Reproduce sounds or words

<u>Analyze/Investigate</u>

Categorize, schematize information

Distinguish fact and opinion

Make inferences, draw conclusions

Predict probable consequences

Compare and contrast

Identify with another's point of view

<u>Perform Procedures/Explain</u>

Follow instructions

Give examples

Summarize

Identify purpose, main ideas, organizational patterns

Check consistency

Gather Information

<u>Evaluate</u>

Determine relevance, coherence, internal consistency, logic

Test conclusions, hypotheses

Critique

Assess adequacy, appropriateness, credibility

Synthesize content and ideas from several sources

Generalize

<u>Generate/Create/Demonstrate</u>

Dramatize

Express new ideas (or express ideas in new ways)

Create/develop connections among text, self, world

Integrate with other topics and subjects

Develop reasonable alternatives

Order, group, outline, organize ideas

Recognize relationships

Response Codes **Time on Topic**	**Response Codes** **Expectations for Students**
0 = None (Not covered)	**0 = No emphasis** (Not a performance goal for this topic)
1 = Slight coverage (Less than one class/lesson)	**1 = Slight emphasis** (Less than 25% of time on this topic)
2 = Moderate coverage (One to five classes/lessons)	**2 = Moderate emphasis** (25% to 33% of time on this topic)
3 = Sustained coverage (More than five classes/lessons)	**3 = Sustained emphasis** (More than 33% of time on this topic)

Time on Topic		Language Study	Expectations for Students in English/Language Arts/Reading				
<none>	12	**Language Study**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1201	Syllabication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1202	Spelling	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1203	Capitalization and punctuation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1204	Signs and symbols (e.g., semiotics)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1205	Syntax and sentence structure	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1206	Grammatical analysis	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1207	Standard and non-standard language usage	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1208	Linguistic knowledge (including dialects and diverse forms)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1209	History of language	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1210	Relationships of language forms, contexts, and purposes (e.g., rhetoric and semantics)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1211	Effects of race, gender, or ethnicity on language & language use	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

Time on Topic		Oral Communication	Expectations for Students in English/Language Arts/Reading				
<none>	13	**Listening and Viewing**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1301	Listening	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1302	Viewing	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1303	Nonverbal communication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1304	Consideration of others' ideas	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1305	Similarities/differences among print, graphic, and nonprint communications	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1306	Literal and connotative meanings	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1307	Diction, tone, syntax, convention, or rhetorical structure in speech	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1308	Media-supported communication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
<none>	14	**Speaking and Presenting**	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
⓪①②③	1401	Public speaking and oral presentation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1402	Diction, tone, syntax, conventions, and rhetorical structure in speech	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1403	Demonstrating confidence	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1404	Effective nonverbal skills (e.g., gesture, eye contac, etc.)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1405	Knowledge of situational and cultural norms for expression	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1406	Conversation and discussion (e.g., Socratic seminars, literature circles, and peer discussion)	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1407	Debate and structure of argument	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1408	Dramatics, creative interpretation	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1409	Media-supported communication	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1410	Selecting presentation format	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③
⓪①②③	1411	Interviewing	⓪①②③	⓪①②③	⓪①②③	⓪①②③	⓪①②③

NOTE: On this page, please mark only the amount of time you use any of these sources of textual material, using the same codes as the prior pages. There is no need to code expectations for students.

Time on Topic		**Instructional Sources**

<none>	**15**	**Forms of Text**
⓪①②③	1501	Myths, tales, fables, or epics
⓪①②③	1502	Short stories
⓪①②③	1503	Novels (including chapter books)
⓪①②③	1504	Picture books
⓪①②③	1505	Drama
⓪①②③	1506	Poetry
⓪①②③	1507	Public documents
⓪①②③	1508	Consumer, technical, and business writing (e.g., manuals, how-to texts, ads, memos)
⓪①②③	1509	Newspaper or magazine articles
⓪①②③	1510	Speeches
⓪①②③	1511	Essays
⓪①②③	1512	Criticism and commentary
⓪①②③	1513	Historical accounts
⓪①②③	1514	Biography and autobiography
⓪①②③	1515	Content area materials
<none>	**16**	**Genre** (fiction or non-fiction)
⓪①②③	1601	Traditional literature
⓪①②③	1602	Contemporary literature
⓪①②③	1603	Multicultural literature
<none>	**17**	**Sources of Text**
⓪①②③	1701	Basal readers
⓪①②③	1702	Anthologies
⓪①②③	1703	"Leveled" books
⓪①②③	1704	Textbooks
⓪①②③	1705	Children's trade books
⓪①②③	1706	Young adult trade books
⓪①②③	1707	Other supplementary texts
⓪①②③	1708	Periodicals
⓪①②③	1709	Non-print media
<none>	**18**	**Choice**
⓪①②③	1801	Teacher assigned
⓪①②③	1802	Class or group choice
⓪①②③	1803	Individual student choice

END OF SURVEY

Thank you for your participation!

Please provide the following information:
(Note: Your personal information will be kept confidential.)

Name: _____

Email address: _____
(required for on-line access to individual results)

District: _____

School: _____

Date: _____

Providing your name and email address will allow you to gain access to your individual results along with results for your school and/or district.