

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 from states and districts around the country. To learn more about the surveys of enacted curriculum and their use in other projects, please visit our website at: <http://www.seconline.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, or 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 Enacted Curriculum for English, Language Arts, and Reading

SCHOOL DESCRIPTION

SD.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

SD.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?

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

CLASS DESCRIPTION

CD.1 Which term best describes the target class, or course, you are teaching?

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

CLASS DESCRIPTION (cont.)

- CD.2 What is the grade level of most of the students in the target class?
 ① K ② 1 ③ 2 ④ 3 ⑤ 4 ⑥ 5 ⑦ 6 ⑧ 7 ⑨ 8 ⑩ 9 ⑪ 10 ⑫ 11 ⑬ 12
- CD.3 How many students are in the target class?
 ① 10 or fewer ② 11 to 15 ③ 16 to 20 ④ 21 to 25 ⑤ 26 to 30 ⑥ 31 or more
- CD.4 What percentage of the students in the target class are not Caucasian? (Mark nearest 10%)
 ① Less than 10 ② 10 ③ 20 ④ 30 ⑤ 40 ⑥ 50 ⑦ 60 ⑧ 70 ⑨ 80 ⑩ 90+ %
- CD.5 What percentage of students in the target class are Limited English Proficient (LEP)?
 ① None ② Less than 10% ③ 10% to 25% ④ 26% to 50% ⑤ More than 50%
- CD.6 What percentage of the students in the target class HAVE IEP's? (Mark nearest 10%)
 ① Less than 10 ② 10 ③ 20 ④ 30 ⑤ 40 ⑥ 50 ⑦ 60 ⑧ 70 ⑨ 80 ⑩ 90+ %
- CD.7 How many students with significant cognitive disabilities are in the target class?
 ① None ② 1 ③ 2 ④ 3 ⑤ 4 ⑥ 5 ⑦ More than 5
- CD.8 During a typical week, approximately how many hours will the target class spend in English, language arts, and reading instruction?
Number of instructional hours=
 ① 0 ② 1 ③ 2 ④ 3 ⑤ 4 ⑥ 5 ⑦ 6 ⑧ 7 ⑨ 8 ⑩ 9
- CD.9 What is the average length of each class period for the target English, language arts, and reading class?
 ① Not applicable ② 30 to 40 minutes ③ 41 to 50 minutes ④ 51 to 60 minutes ⑤ 61 to 90 minutes ⑥ 91 to 120 minutes ⑦ Varies due to block scheduling or integrated
- CD.10 For how many weeks will the target English, language arts and reading class meet this school year in total?
Total number of weeks=
 ① 1 to 12 ② 13 to 24 ③ 25 or more
- CD.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
- CD.12 What is considered most in scheduling students into the target class?
 ① Ability or prior achievement ② Limited English proficiency ③ Teacher recommendation ④ IEP recommendation ⑤ Parent request ⑥ Student decision ⑦ 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:

- HW.1 How often do you usually assign English, language arts, and reading homework to be completed outside of class?
- ① Never (Skip to next section)
 ① Less than once per week
 ② Once or twice per week
 ③ Three to four times per week
 ④ Every day
- HW.2 How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class?
- ① 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
- HW.3 Does homework completed outside of class count toward student grades?
- ① Never
 ① Usually does not
 ② Usually does
 ③ Always does
- HW.4 How often do you assign homework to be completed in a small group outside of class?
- ① Never
 ① Less than once per week
 ② Once or twice per week
 ③ Three to four times per week
 ④ Every day

| AMOUNT OF HOMEWORK TIME | |
|--------------------------------|--|
| 0 | None |
| 1 | Little (<i>Less than 10% of homework time outside of class</i>) |
| 2 | Some (<i>10-25% of homework time outside of class</i>) |
| 3 | Moderate (<i>26-50% of homework time outside of class</i>) |
| 4 | Considerable (<i>More than 50% of homework time outside of class</i>) |

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 |
|---|------|--------|------|----------|--------------|
| HW.5 Read assigned text | ① | ① | ② | ③ | ④ |
| HW.6 Complete a worksheet or answer assigned questions | ① | ① | ② | ③ | ④ |
| HW.7 Explain their reasoning or thinking in drawing a conclusion | ① | ① | ② | ③ | ④ |
| HW.8 Work on a demonstration or presentation | ① | ① | ② | ③ | ④ |
| HW.9 Collect data or information | ① | ① | ② | ③ | ④ |
| HW.10 Engage in a writing process (e.g., prewriting, drafting, editing, or revising) that spans multiple days | ① | ① | ② | ③ | ④ |
| HW.11 Participate in word study activities (e.g., spelling, vocabulary, etc.) | ① | ① | ② | ③ | ④ |

INSTRUCTIONAL ACTIVITIES IN ENGLISH, LANGUAGE ARTS & READING

Listed below are questions about the types of activities that students in the target class may engage in during language arts & 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 necessarily 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 language arts & reading instructional time that a typical student in your target class engages in over the course of a school year for that category.

| <i>AMOUNT OF INSTRUCTIONAL TIME</i> | |
|--|--|
| 0 - None | |
| 1 - Little (<i>Less than 10% of instructional time for the school year</i>) | |
| 2 - Some (<i>10-25% of instructional time for the school year</i>) | |
| 3 - Moderate (<i>26-50% of instructional time for the school year</i>) | |
| 4 - Considerable (<i>More than 50% of instructional time for the school year</i>) | |

| How much of the language arts & reading instructional time in the target class do students use to engage in the following tasks? | <i>None</i> | <i>Little</i> | <i>Some</i> | <i>Moderate</i> | <i>Considerable</i> |
|---|-------------|---------------|-------------|-----------------|---------------------|
| IP.1 Listen to the teacher explain or observe the teachers demonstrate or model English, language arts and reading processes (e.g., reading, writing, and speaking) | ① | ② | ③ | ④ | ⑤ |
| IP.2 Read and comprehend information from multiple sources. | ① | ② | ③ | ④ | ⑤ |
| IP.3 Collect, summarize, and/or analyze information or data from multiple sources | ① | ② | ③ | ④ | ⑤ |
| IP.4 Present or demonstrate to others | ① | ② | ③ | ④ | ⑤ |
| IP.5 Work <i>individually</i> on language arts and reading assignments | ① | ② | ③ | ④ | ⑤ |
| IP.6 Participate in whole-class discussions about language arts and reading | ① | ② | ③ | ④ | ⑤ |
| IP.7 Engage in a writing process to support arguments with evidence | ① | ② | ③ | ④ | ⑤ |
| IP.8 Use hands-on materials | ① | ② | ③ | ④ | ⑤ |
| IP.9 Work in <i>pairs or small groups</i> on ELAR exercises, tasks or projects | ① | ② | ③ | ④ | ⑤ |
| IP.10 Engage in learning activities outside the classroom | ① | ② | ③ | ④ | ⑤ |
| IP.11 Use computers or other technology to learn, practice, or explore language arts content | ① | ② | ③ | ④ | ⑤ |
| IP.12 Maintain and reflect on a portfolio of their own work | ① | ② | ③ | ④ | ⑤ |
| IP.13 Practice test-taking strategies | ① | ② | ③ | ④ | ⑤ |
| IP.14 Take a quiz or test | ① | ② | ③ | ④ | ⑤ |

Listed below are some questions about what students in the target class do in language arts & reading. For each activity pick one of the choices to indicate the percentage of instructional time that students are doing each activity. Please think of an average student in the class while responding.

AMOUNT OF INSTRUCTIONAL TIME (Working individually)

0 - None

1 - Little (Less than 10% of individual time on language arts & reading exercises, problems, or tasks)

2 - Some (10-25% of individual time on language arts & reading exercises, problems, or tasks)

3 - Moderate (26-50% of individual time on language arts & reading exercises, problems, or tasks)

4 - Considerable (More than 50% of individual time on language arts & reading exercises, problems, or tasks)

When students in the target class work individually on language arts & reading exercises, problems, investigations, or tasks, how much of that time do they:

| | <i>None</i> | <i>Little</i> | <i>Some</i> | <i>Moderate</i> | <i>Considerable</i> |
|--|-------------|---------------|-------------|-----------------|---------------------|
| IPA.1 Answer questions in a textbook and/or complete a worksheet | ① | ① | ② | ③ | ④ |
| IPA.2 Solve language arts problems that require novel or non-formulaic thinking | ① | ① | ② | ③ | ④ |
| IPA.3 Explain their reasoning or thinking in solving a problem, using several sentences orally or in writing | ① | ① | ② | ③ | ④ |
| IPA.4 Respond creatively to texts | ① | ① | ② | ③ | ④ |
| IPA.5 Make predictions and/or generate hypotheses | ① | ① | ② | ③ | ④ |
| IPA.6 Analyze text information to make inferences or draw conclusions | ① | ① | ② | ③ | ④ |
| IPA.7 Assess the accuracy, credibility, and relevance of assertions | ① | ① | ② | ③ | ④ |
| IPA.8 Work with manipulatives to understand language arts concepts | ① | ① | ② | ③ | ④ |

AMOUNT OF INSTRUCTIONAL TIME (Working in pairs or small groups)

0 - None

1 - Little (*Less than 10% of instructional time in pairs or small groups*)

2 - Some (*10-25% of instructional time in pairs or small groups*)

3 - Moderate (*26-50% of instructional time in pairs or small groups*)

4 - Considerable (*More than 50% of instructional time in pairs or small groups*)

When students in the target class work in pairs or small groups on language arts & reading exercises, problems, investigations, or tasks, how much of that time do they:

| | <i>None</i> | <i>Little</i> | <i>Some</i> | <i>Moderate</i> | <i>Considerable</i> |
|---|-------------|---------------|-------------|-----------------|---------------------|
| IPB.1 Answer questions in a textbook and/or complete a worksheet | ① | ② | ③ | ④ | ⑤ |
| IPB.2 Solve problems that require novel or non-formulaic thinking | ① | ② | ③ | ④ | ⑤ |
| IPB.3 Talk about their reasoning or thinking in analyzing texts | ① | ② | ③ | ④ | ⑤ |
| IPB.4 Respond creatively to texts | ① | ② | ③ | ④ | ⑤ |
| IPB.5 Analyze text to make inferences or draw conclusions | ① | ② | ③ | ④ | ⑤ |
| IPB.6 Review assignments or prepare for a test or quiz | ① | ② | ③ | ④ | ⑤ |
| IPB.7 Make predictions and/or generate hypotheses | ① | ② | ③ | ④ | ⑤ |
| IPB.8 Work on an assignment, report, or project over an extended period of time | ① | ② | ③ | ④ | ⑤ |
| IPB.9 Participate in simulations | ① | ② | ③ | ④ | ⑤ |
| IPB.10 Work on a project in which group members engage in peer revision and editing | ① | ② | ③ | ④ | ⑤ |
| IPB.11 Work with manipulatives to create puppet shows, plays, simulations | ① | ② | ③ | ④ | ⑤ |

AMOUNT OF INSTRUCTIONAL TIME (Use of hands-on materials in language arts & reading)

0 - None
1 - Little (*Less than 10% of instructional time using hands-on materials*)
2 - Some (*10-25% of instructional time using hands-on materials*)
3 - Moderate (*26-50% of instructional time using hands-on materials*)
4 - Considerable (*More than 50% of instructional time using hands-on materials*)

When students in the target class use hands-on materials as part of language arts & reading instruction, how much of that time do they:

| | <i>None</i> | <i>Little</i> | <i>Some</i> | <i>Moderate</i> | <i>Considerable</i> |
|--|-------------|---------------|-------------|-----------------|---------------------|
| IPC.1 To model language concepts | ① | ② | ③ | ④ | ⑤ |
| IPC.2 To gather evidence | ① | ② | ③ | ④ | ⑤ |
| IPC.3 To design/construct presentations | ① | ② | ③ | ④ | ⑤ |
| IPC.4 To provide evidence to support arguments | ① | ② | ③ | ④ | ⑤ |

AMOUNT OF INSTRUCTIONAL TIME (Collecting, organizing, displaying and/or presenting data)

0 - None
1 - Little (*Less than 10% of instructional time collecting, organizing, displaying and/or presenting data*)
2 - Some (*10-25% of instructional time collecting, organizing, displaying and/or presenting data*)
3 - Moderate (*26-50% of instructional time collecting, organizing, displaying and/or presenting data*)
4 - Considerable (*More than 50% of instructional time collecting, organizing, displaying and/or presenting data*)

When students in the target class collect, organize, display and/or present data as part of language arts & reading instruction, how much of that time do they:

| | <i>None</i> | <i>Little</i> | <i>Some</i> | <i>Moderate</i> | <i>Considerable</i> |
|--|-------------|---------------|-------------|-----------------|---------------------|
| IPD.1 Gather information from texts | ① | ② | ③ | ④ | ⑤ |
| IPD.2 Collect data by questioning, interviewing or conducting surveys | ① | ② | ③ | ④ | ⑤ |
| IPD.3 Organize information using models, charts, graphs, exhibits, and/or maps | ① | ② | ③ | ④ | ⑤ |
| IPD.4 Analyze and interpret data | ① | ② | ③ | ④ | ⑤ |
| IPD.5 Document sources of information | ① | ② | ③ | ④ | ⑤ |
| IPD.6 Develop a research plan to investigate questions | ① | ② | ③ | ④ | ⑤ |
| IPD.7 Apply known patterns to new situations | ① | ② | ③ | ④ | ⑤ |

AMOUNT OF INSTRUCTIONAL TIME (Use of calculators, computers, or other educational technology)

0 - None

1 - Little (Less than 10% of instructional time using calculators, computers, or other educational technology)

2 - Some (10-25% of instructional time using calculators, computers, or other educational technology)

3 - Moderate (26-50% of instructional time using calculators, computers, or other educational technology)

4 - Considerable (More than 50% of instructional time using calculators, computers, or other educational technology)

When students in the target class are engaged in activities that involve the use of calculators, computers, or other educational technology as part of language arts & reading instruction, how much of that time do they:

| | <i>None</i> | <i>Little</i> | <i>Some</i> | <i>Moderate</i> | <i>Considerable</i> |
|--|-------------|---------------|-------------|-----------------|---------------------|
| IPE.1 Learn facts | ① | ① | ② | ③ | ④ |
| IPE.2 Practice procedures, skills, or conventions | ① | ① | ② | ③ | ④ |
| IPE.3 Collect information | ① | ① | ② | ③ | ④ |
| IPE.4 Store, retrieve or share data or information | ① | ① | ② | ③ | ④ |
| IPE.5 Display and analyze data/information | ① | ① | ② | ③ | ④ |
| IPE.6 Create multi-media presentations | ① | ① | ② | ③ | ④ |
| IPE.7 Use technology to solve problems | ① | ① | ② | ③ | ④ |
| IPE.8 Take an assessment online | ① | ① | ② | ③ | ④ |
| IPE.9 Communicate electronically | ① | ① | ② | ③ | ④ |
| IPE.10 Organize, outline, or summarize information | ① | ① | ② | ③ | ④ |

ASSESSMENT STRATEGIES

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 year | 1 - 3 times per month | 1 - 3 times per week | 4 - 5 times per week |
|--|------------|-------------------------|-----------------------------|-------------------------|-------------------------|
| AS.1 Students answer objective questions (e.g., multiple-choice, true/false, or matching) | ① | ② | ③ | ④ | ⑤ |
| AS.2 Students perform on-demand literacy tasks (e.g., writing to a prompt, reading aloud, giving a presentation, etc.) | ① | ② | ③ | ④ | ⑤ |
| AS.3 Students assess their own work and progress (e.g., using rubrics, checklists, or reflective journals) | ① | ② | ③ | ④ | ⑤ |
| AS.4 Teacher monitors student responses and interactions during discussion | ① | ② | ③ | ④ | ⑤ |
| AS.5 Individual or group demonstration or presentation | ① | ② | ③ | ④ | ⑤ |
| AS.6 Writing projects | ① | ② | ③ | ④ | ⑤ |
| AS.7 Portfolios | ① | ② | ③ | ④ | ⑤ |
| AS.8 Systematic observation of students | ① | ② | ③ | ④ | ⑤ |

ASSESSMENT CHARACTERISTICS

EXTENT OF USE (answers may exceed 100% across items)

0 - None

1 - Little (Less than 10% of assessments for the school year)

2 - Some (10-25% of assessments for the school year)

3 - Moderate (26-50% of assessments for the school year)

4 - Considerable (More than 50% of assessments for the school year)

Please indicate the extent to which the following characteristics describe your assessment practices for the target class.

| | None | Little | Some | Moderate | Considerable |
|--|------|--------|------|----------|--------------|
| AC.1 Focused on application of content | ① | ② | ③ | ④ | ⑤ |
| AC.2 Focused on information recall | ① | ② | ③ | ④ | ⑤ |
| AC.3 Focused on applying understandings and knowledge | ① | ② | ③ | ④ | ⑤ |
| AC.4 Use authentic contexts (e.g., real-world simulation, project- based or cross-disciplinary problems) | ① | ② | ③ | ④ | ⑤ |
| AC.5 Provide written feedback to develop further student understanding | ① | ② | ③ | ④ | ⑤ |
| AC.6 Provide verbal feedback to develop further student understanding | ① | ② | ③ | ④ | ⑤ |
| AC.7 Require students to explain, reason, support conclusions, and use appropriate sources as evidence | ① | ② | ③ | ④ | ⑤ |
| AC.8 Use of rubrics/scoring guides to analyze student work | ① | ② | ③ | ④ | ⑤ |
| AC.9 Results used to adjust teaching methods within current unit | ① | ② | ③ | ④ | ⑤ |
| AC.10 Provide students opportunities to evaluate their own work | ① | ② | ③ | ④ | ⑤ |
| AC.11 Intentionally use informal assessments during a unit (e.g., exit cards, check for understanding, etc.) | ① | ② | ③ | ④ | ⑤ |
| AC.12 Use of assessment data in adjusting the curriculum and/or instruction | ① | ② | ③ | ④ | ⑤ |

INSTRUCTIONAL INFLUENCES

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 |
|---|-----|---------------------------------|-----------------------------------|------------------------------|-----------------------------------|---------------------------------|
| IN.1 Your state's curriculum framework or content standards | ① | ② | ③ | ④ | ⑤ | |
| IN.2 Your district's curriculum framework, standards, or guidelines | ① | ② | ③ | ④ | ⑤ | |
| IN.3 Textbook or instructional materials | ① | ② | ③ | ④ | ⑤ | |
| IN.4 State test or results from test | ① | ② | ③ | ④ | ⑤ | |
| IN.5 District test or results from test | ① | ② | ③ | ④ | ⑤ | |
| IN.6 National Council of Teachers of English Language Arts, and Reading Education Standards | ① | ② | ③ | ④ | ⑤ | |
| IN.7 Your pre-service preparation | ① | ② | ③ | ④ | ⑤ | |
| IN.8 Students' special needs | ① | ② | ③ | ④ | ⑤ | |
| IN.9 Preparation of students for next grade or level | ① | ② | ③ | ④ | ⑤ | |
| IN.10 Local priorities, directives, or policies | ① | ② | ③ | ④ | ⑤ | |
| IN.11 Your professional development experiences | ① | ② | ③ | ④ | ⑤ | |
| IN.12 Screening, diagnostic, or classroom assessment results | ① | ② | ③ | ④ | ⑤ | |

CLASSROOM INSTRUCTIONAL READINESS

For the following items please indicated how well prepared you are to:

| | Not Well Prepared | Somewhat Prepared | Well Prepared | Very Well Prepared |
|--|-------------------|-------------------|---------------|--------------------|
| IR.1 Use/manage cooperative learning groups in English, language arts, and reading | ① | ② | ③ | ④ |
| IR.2 Integrate English, language arts, and reading with other subjects | ① | ② | ③ | ④ |
| IR.3 Provide instruction that meets state English, language arts, and/or reading standards | ① | ② | ③ | ④ |
| IR.4 Use a variety of assessment strategies | ① | ② | ③ | ④ |
| IR.5 Teach reading at your assigned level | ① | ② | ③ | ④ |
| IR.6 Teach writing at your assigned level | ① | ② | ③ | ④ |
| IR.7 Teach language arts at your assigned level | ① | ② | ③ | ④ |
| IR.8 Teach literature at your assigned level | ① | ② | ③ | ④ |
| IR.9 Teach critical thinking at your assigned level | ① | ② | ③ | ④ |
| IR.10 Select and/or adapt instructional materials to implement the prescribed curriculum | ① | ② | ③ | ④ |
| IR.11 Teach students with physical disabilities | ① | ② | ③ | ④ |
| IR.12 Help students document and evaluate their own work | ① | ② | ③ | ④ |
| IR.13 Teach classes for students with diverse abilities and learning styles | ① | ② | ③ | ④ |
| IR.14 Teach students from a variety of cultural backgrounds | ① | ② | ③ | ④ |
| IR.15 Teach students who have limited English proficiency | ① | ② | ③ | ④ |
| IR.16 Teach students who have learning disabilities that impact language arts learning | ① | ② | ③ | ④ |
| IR.17 Organize and manage the classroom | ① | ② | ③ | ④ |
| IR.18 Support students' developmental and maturational needs | ① | ② | ③ | ④ |
| IR.19 Involve parents in the English, language arts, and reading education of their children | ① | ② | ③ | ④ |
| IR.20 Adapt instructional materials to enhance understanding of academic content | ① | ② | ③ | ④ |
| IR.21 Integrate instruction of language arts content with real-world or life skills | ① | ② | ③ | ④ |
| IR.22 Teach students who are persistently low performers | ① | ② | ③ | ④ |

TEACHER OPINIONS AND BELIEFS

Please indicate your opinion about each of the statements below:

| | Strongly Disagree | Disagree | Neutral/ Undecided | Agree | Strongly Agree |
|---|-------------------|----------|--------------------|-------|----------------|
| TO.1 Students learn language arts best when they engage in reading and writing to solve problems. | ① | ② | ③ | ④ | ⑤ |
| TO.2 Students need extensive practice applying specific grammar, usage, and mechanics skills. | ① | ② | ③ | ④ | ⑤ |
| TO.3 All students can learn challenging content in English, language arts, and reading. | ① | ② | ③ | ④ | ⑤ |
| TO.4 Students learn English, language arts, and reading best in classes with students of similar abilities. | ① | ② | ③ | ④ | ⑤ |
| TO.5 It is important for students to learn basic language arts skills before engaging in critical thinking. | ① | ② | ③ | ④ | ⑤ |
| TO.6 I enjoy teaching English, language arts, and reading. | ① | ② | ③ | ④ | ⑤ |
| TO.7 I am supported by colleagues to try out new ideas in teaching English, language arts, and reading. | ① | ② | ③ | ④ | ⑤ |
| TO.8 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. | ① | ② | ③ | ④ | ⑤ |
| TO.9 English, language arts, and reading teachers in this school regularly share ideas and materials. | ① | ② | ③ | ④ | ⑤ |
| TO.10 English, language arts, and reading teachers in this school regularly observe each other teaching classes. | ① | ② | ③ | ④ | ⑤ |
| TO.11 I have adequate curriculum materials available for instruction. | ① | ② | ③ | ④ | ⑤ |
| TO.12 I have many opportunities to learn new things about teaching English, language arts, and reading in my present job. | ① | ② | ③ | ④ | ⑤ |
| TO.13 I have adequate time during the regular school week to work with my peers on English, language arts, and reading curriculum or instruction. | ① | ② | ③ | ④ | ⑤ |
| TO.14 Most teachers in this school contribute actively to making decisions about the curriculum. | ① | ② | ③ | ④ | ⑤ |
| TO.15 My school supports co-teaching and collaboration between general and special educators in the teaching of language arts and reading. | ① | ② | ③ | ④ | ⑤ |
| TO.16 My school supports co-teaching and collaboration between general and ESL educators in the teaching of language arts and reading. | ① | ② | ③ | ④ | ⑤ |

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 content or English, language arts, or reading education that you have participated in **since June 1st of last year**. 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, **how much time have you spent 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.

- PD.1 Workshops or in-service training about teaching or learning English, language arts, reading, or literature
- PD.2 Summer institutes or conferences about teaching or learning English, language arts, reading, or literature
- PD.3 College courses that supported the teaching or learning of English, language arts, reading, or literature (indicate number of hours in class)

| Amount of Time | | | | | |
|----------------|---|---|---|---|---|
| ① | ① | ② | ③ | ④ | ⑤ |
| ① | ① | ② | ③ | ④ | ⑤ |
| ① | ① | ② | ③ | ④ | ⑤ |

Since June 1st of last year, **how frequently have you engaged in 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> |
|---|-------|-----------------------------------|-----------------------------------|------------------------------------|--------------------------------|------------------------|
| PDA.1 Attended conferences related to English, language arts, reading, or literature | ① | ① | ② | ③ | ④ | ⑤ |
| PDA.2 Participated in teacher study groups, networks, or collaboratives | ① | ① | ② | ③ | ④ | ⑤ |
| PDA.3 Used teacher resource centers or internet resources to enrich your knowledge and skills | ① | ① | ② | ③ | ④ | ⑤ |
| PDA.4 Acted as a coach or mentor to other teachers or staff in your school | ① | ① | ② | ③ | ④ | ⑤ |
| PDA.5 Received coaching or mentoring about my instruction from an activity leader, coach, or mentor | ① | ① | ② | ③ | ④ | ⑤ |
| PDA.6 Worked on a committee or task force focused on curriculum and instruction | ① | ① | ② | ③ | ④ | ⑤ |
| PDA.7 Engaged in informal self-directed learning (e.g., discussions with colleagues about English, language arts, reading, or literature) | ① | 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 |
|---|--------------|---------------|------------------|--------------|
| PDB.1 Observed demonstrations of teaching techniques | ① | ② | ③ | ④ |
| PDB.2 Led group discussions | ① | ② | ③ | ④ |
| PDB.3 Developed curricula or lesson plans with others | ① | ② | ③ | ④ |
| PDB.4 Reviewed student work or scored assessments | ① | ② | ③ | ④ |
| PDB.5 Developed assessments or tasks | ① | ② | ③ | ④ |
| PDB.6 Practiced what you learned and received feedback as part of a professional development activity | ① | ② | ③ | ④ |
| PDB.7 Received coaching or mentoring in the classroom | ① | ② | ③ | ④ |
| PDB.8 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 |
|---|--------------|---------------|------------------|--------------|
| PDC.1 Designed to support the school's improvement plan | ① | ② | ③ | ④ |
| PDC.2 Consistent with your department's or grade level's plan to improve teaching | ① | ② | ③ | ④ |
| PDC.3 Consistent with your personal goals for your professional development | ① | ② | ③ | ④ |
| PDC.4 Built on what you learned in previous professional development activities | ① | ② | ③ | ④ |
| PDC.5 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 |
|---|-----------|------------|
| PDD.1 I participated in professional development activities along with most or all of the teachers from my school. | ① | ① |
| PDD.2 I participated in professional development activities along with most or all of the teachers from my department or grade level. | ① | ① |
| PDD.3 I participated in professional development activities NOT attended by other staff from my school. | ① | ① |
| PDD.4 I discussed what I learned with other teachers in my school or department who did NOT attend the activity. | ① | ① |

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

| | None | Minor | Moderate | Major |
|---|-------------|--------------|-----------------|--------------|
| PDE.1 Alignment of language arts instruction to curriculum frameworks and/or state content standards | ① | ② | ③ | ④ |
| PDE.2 Instructional approaches | ① | ② | ③ | ④ |
| PDE.3 In-depth study of a specific area in English, language arts, or reading | ① | ② | ③ | ④ |
| PDE.4 Study of how children learn particular topics in English, language arts, or reading | ① | ② | ③ | ④ |
| PDE.5 Individual differences in student learning | ① | ② | ③ | ④ |
| PDE.6 Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities) | ① | ② | ③ | ④ |
| PDE.7 Classroom assessment (e.g., diagnostic, textbook-linked tests, teacher-developed tests) | ① | ② | ③ | ④ |
| PDE.8 State or district assessment (e.g., preparing, understanding, interpreting assessment data) | ① | ② | ③ | ④ |
| PDE.9 Interpretation of assessment data to inform language arts instruction | ① | ② | ③ | ④ |
| PDE.10 Technology to support student learning in language arts | ① | ② | ③ | ④ |

TEACHER CHARACTERISTICS

| | | | | | | | |
|--|--|----------------|-------------|----------------------|-------------------|------------------|-----------------------|
| | Female | Male | | | | | |
| TC.1 Please indicate your gender. | ① | ① | | | | | |
| TC.2 Please indicate your race/ethnicity. (Indicate all that apply) | <ul style="list-style-type: none"> 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 |
| TC.3 How many years have you taught English, language arts, or reading prior to this year? | ① | ① | ② | ③ | ④ | ⑤ | ⑥ |
| TC.4 How long have you been assigned to teach at your current school? | ① | ① | ② | ③ | ④ | ⑤ | ⑥ |
| | N/A | BA or BS | MA or MS | Multiple MA or MS | Ph.D. or Ed.D. | Other | |
| TC.5 What is the highest degree you hold? | ① | ① | ② | ③ | ④ | ⑤ | |
| TC.6 What was your major field of study for the bachelor's degree? | <ul style="list-style-type: none"> 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 Bilingual Education ⑨ Multicultural Education ⑩ Special Education Other academic discipline (e.g., science, mathematics, foreign language, etc.) | | | | | | |

TEACHER CHARACTERISTICS

TC.7 **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: _____)

TC.8 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 ELL/ESL/ELD/bilingual enforcement/certification
- ⑦ National Board Certification
- ⑧ Highly qualified teacher
- ⑨ Special Education

FORMAL COURSE PREPARATION

Please estimate the total number of courses (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+ |
| FC.1 English/American literature | ① | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| FC.2 Writing, composition, speech, or theater | ① | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| FC.3 Teaching of English, language arts, or reading | ① | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| FC.4 Special Education | ① | 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.

Please estimate the amount of time students in the target class spend with each of the following types of instructional sources.

| | | Instructional Emphasis | | | |
|--------------------------------|---|------------------------|--|--|---|
| Forms of Text | | none | Slight (less than 10% of instructional time) | Moderate (10% - 25% of instructional time) | Sustained (more than 25% of instructional time) |
| FT.1 | Myths, tales, fables, or epics | ① | ② | ③ | ④ |
| FT.2 | Short stories | ① | ② | ③ | ④ |
| FT.3 | Novels (including chapter books) | ① | ② | ③ | ④ |
| FT.4 | Picture books | ① | ② | ③ | ④ |
| FT.5 | Drama | ① | ② | ③ | ④ |
| FT.6 | Poetry | ① | ② | ③ | ④ |
| FT.7 | Public documents | ① | ② | ③ | ④ |
| FT.8 | Consumer, technical, and business writing (e.g., manuals, how-to texts, ads, memos) | ① | ② | ③ | ④ |
| FT.9 | Newspaper or magazine articles | ① | ② | ③ | ④ |
| FT.10 | Speeches | ① | ② | ③ | ④ |
| FT.11 | Essays | ① | ② | ③ | ④ |
| FT.12 | Criticism and commentary | ① | ② | ③ | ④ |
| FT.13 | Historical accounts | ① | ② | ③ | ④ |
| FT.14 | Biography and autobiography | ① | ② | ③ | ④ |
| FT.15 | Content area materials | ① | ② | ③ | ④ |
| Genre (fiction or non-fiction) | | none | Slight (less than 10% of instructional time) | Moderate (10% - 25% of instructional time) | Sustained (more than 25% of instructional time) |
| GN.1 | Traditional literature | ① | ② | ③ | ④ |
| GN.2 | Contemporary literature | ① | ② | ③ | ④ |
| GN.3 | Multicultural literature | ① | ② | ③ | ④ |
| Sources of Text | | none | Slight (less than 10% of instructional time) | Moderate (10% - 25% of instructional time) | Sustained (more than 25% of instructional time) |
| ST.1 | Basal readers | ① | ② | ③ | ④ |
| ST.2 | Anthologies | ① | ② | ③ | ④ |
| ST.3 | "Leveled" books | ① | ② | ③ | ④ |
| ST.4 | Textbooks | ① | ② | ③ | ④ |
| ST.5 | Children's trade books | ① | ② | ③ | ④ |
| ST.6 | Young adult trade books | ① | ② | ③ | ④ |
| ST.7 | Other supplementary texts | ① | ② | ③ | ④ |
| ST.8 | Periodicals | ① | ② | ③ | ④ |
| ST.9 | Non-print media | ① | ② | ③ | ④ |
| Choice | | none | Slight (less than 10% of instructional time) | Moderate (10% - 25% of instructional time) | Sustained (more than 25% of instructional time) |
| CH.1 | Teacher assigned | ① | ② | ③ | ④ |
| CH.2 | Class or group choice | ① | ② | ③ | ④ |
| CH.3 | Individual student choice | ① | ② | ③ | ④ |

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

| <i>Time on Topic</i> | <i>Grades</i> | <i>K-12 ELAR Topics</i> | <i>Expectations for Students in English/Language Arts/Reading</i> | | | | |
|----------------------|---------------|---|---|---|--|---------------------------------|-----------------|
| <none> | 3 | Vocabulary Development | Memorize/ Recall | Perform Procedure/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ① ① ② ● | 301 | Compound words and contractions | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ● ③ | 302 | Inflectional forms (e.g., -s, -ed, -ing) | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ● ② ③ | 303 | Suffixes, prefixes, and root words | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ② ● | 304 | Word definitions | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ② ● | 305 | Etymology | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ② ● | 306 | Synonyms and antonyms | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ② ● | 307 | Multiple meanings | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ② ● | 308 | Denotation and connotation | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ● ③ | 309 | Analogies | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| <none> | 4 | Awareness of text and print features | Memorize/ Recall | Perform Procedure/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ① ① ② ③ | 401 | Book handling | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ② ③ | 402 | Directionality | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |
| ① ① ② ③ | 403 | Parts of a book (e.g., cover, title, front, and back) | p ① s ② | p ① ② | s p ① s ② | p ① s ② | p ① s ② |

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 be able to do. For each topic listed, please indicate the performance expectations that you consider to be the primary goal of your instruction on that topic, as well as the performance expectation that most supports or helps to scaffold the primary performance expectation.

| | |
|-------------------|---|
| Primary | Indicate the performance expectation that represents the primary performance goal for instruction on this topic at this grade level for this class of students. |
| Supporting | Indicate the performance expectation that mosts supports (provides scaffolding) for achieving the goal indicated by the primary performance expectation |

Step 3

| <i>Time on Topic</i> | | <i>Grades K-12 ELAR Topics</i> | <i>Expectations for Students in English/Language Arts/Reading</i> | | | | |
|----------------------|----------|---|---|---|--|---------------------------------|-----------------|
| <none> | 3 | | Memorize/R ecall | Perform Procedure/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ①①②● | 301 | Compound words and contractions | p ● s ② | p ① s ● | p ① s ② | p ① ② | s p ① s ② |
| ①①②● | 302 | Inflectional forms (e.g., -s, -ed, -ing) | p ① s ② | p ① s ② | p ● s ② | p ① ② ● | s p ① s ② |
| ①●②③ | 303 | Suffixes, prefixes, and root words | p ● s ② | p ① s ● | p ① s ② | p ① ② | s p ① s ② |
| ①●②③ | 304 | Word definitions (incl. new vocab.) | p ● s ② | p ① s ● | p ① s ② | p ① ② | s p ① s ② |
| ①●②③ | 305 | Word origins | p ● s ② | p ① s ● | p ① s ② | p ① ② | s p ① s ② |
| ①①②● | 306 | Synonyms, antonyms, homonyms | p ① s ② | p ① s ② | p ● s ② | p ① ② ● | s p ① s ② |
| ①●②③ | 307 | Word or phrase meaning from context | p ① s ② | p ① s ② | p ● s ② | p ① ② ● | s p ① s ② |
| ①●②③ | 308 | Denotation and connotation | p ① s ② | p ① s ● | p ● s ② | p ① ② | s p ① s ② |
| ①①●③ | 309 | Analogies | p ① s ② | p ① s ● | p ● s ② | p ① ② | s p ① s ② |
| ①●②③ | 310 | Sight Words | p ● s ② | p ① s ● | p ① s ② | p ① ② | s p ① s ② |
| ①●②③ | 311 | Use of references | p ① s ② | p ① s ● | p ● s ② | p ① ② | s p ① s ② |
| <none> | 4 | Text and print features | Memorize/R ecall | Perform Procedure/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ①①②③ | 401 | Book handling | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 402 | Directionality; sequence of text | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 403 | Parts of a book (e.g., cover, title, front, back) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

Expectations for Students in English, Language Arts, and Reading

Memorize/Recall

Reproduce sounds or words
Provide facts, terms, definitions, conventions
Locate literal answers in text
Identify relevant information
Describe

Perform Procedures/Explain

Follow instructions
Give examples
Check consistency
Summarize
Identify purpose, main ideas, organizational patterns
Gather Information

Generate/Create/Demonstrate

Create/develop connections among text, self, world
Recognize relationships
Dramatize
Order, group, outline, organize ideas
Express new ideas (or express ideas in new ways)
Develop reasonable alternatives

Analyze/Investigate

Categorize, schematize information
Distinguish fact and opinion
Compare and contrast
Identify with another's point of view
Make inferences, draw conclusions
Predict probable consequences
Generalize

Evaluate

Determine relevance, coherence, internal consistency, logic
Assess adequacy, appropriateness, credibility
Test conclusions, hypotheses
Synthesize content and ideas from several sources
Integrate with other topics and subjects
Critique

Response Codes Time on Topic

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)

Response Codes Expectations for Students

0 = No emphasis

(Not a performance goal for this topic)

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(Less than 25% of time on this topic)

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(25% to 33% of time on this topic)

3 = Sustained emphasis

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Time on Topic Reading

Expectations for Student Performance

| <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/) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 102 | Phoneme blending (e.g., c/a/t=cat) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 103 | Phoneme segmentation | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 104 | Onset-rime | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 105 | Sound patterns | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 106 | Rhyme recognition | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 107 | Phoneme deletion, substitution, and addition | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 108 | Identification of syllables | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| <none> | 2 | Phonics | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ⓪①②③ | 201 | Alphabetic principle (includes alphabet recognition and order) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 202 | Consonants | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 203 | Consonant blends | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 204 | Consonant digraphs (e.g., ch, sh, th, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 205 | Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 206 | R-controlled vowels (e.g., farm, torn, turn, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 207 | Patterns within words | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 208 | Vowel letters (a, e, i, o, u, y) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 209 | Vowel phonemes (15 sounds) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 210 | Sound and symbol relationships | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 211 | Blending sounds | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| <none> | 3 | Vocabulary | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ⓪①②③ | 301 | Compound words and contractions | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 302 | Inflectional forms (e.g., -s, -ed, and -ing) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 303 | Suffixes, prefixes, and root words | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 304 | Word definitions (including new vocabulary) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 305 | Word origins | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 306 | Synonyms, antonyms, and homonyms | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 307 | Word or phrase meaning from context | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ⓪①②③ | 308 | Denotation and connotation | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

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Reproduce sounds or words
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Describe

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| | | | | | | | |
|--------|-----|---|-----------------------------|--|--|---------------------------------|-----------------|
| ①①②③ | 309 | Analogies | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 310 | Sight words | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 311 | Use of references | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| <none> | 4 | Text and print features | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ①①②③ | 401 | Book handling | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 402 | Directionality; sequence of text | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 403 | Parts of a book (e.g., cover, title, front, and back) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 404 | Letter, word, and sentence distinctions | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 405 | Structural elements (e.g., index, glossary, table of contents, subtitles, and headings) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 406 | Graphical elements (e.g., graphs, charts, images, illustrations) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 407 | Technical elements (e.g., bullets, instructions, forms, sidebars) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 408 | Electronic elements (e.g., hypertext links, animations, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 409 | Environmental print, i.e., prints or symbols found in students' everyday environment | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

Time on Topic Reading (continued)

Expectations for Students in English/ Language Arts/Reading

| | | | | | | | |
|--------|-----|--|-----------------------------|--|--|---------------------------------|-----------------|
| <none> | 5 | Fluency | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ①①②③ | 501 | Prosody (e.g., phrasing, intonation, and inflection) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 502 | Automaticity of words and phrases (e.g., sight and decodable words) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 503 | Speed and pace | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 504 | Accuracy | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 505 | Independent reading (e.g., repeated/silent reading for fluency) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| <none> | 6 | Comprehension | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
| ①①②③ | 601 | Word meaning from context | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 602 | Phrase | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 603 | Sentence | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 604 | Paragraph | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 605 | Main idea(s), key concepts, and sequences of events | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 606 | Descriptive elements (e.g., detail, color, and condition) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 607 | Narrative elements (e.g., events, characters, setting, and plot) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 608 | Persuasive elements (e.g., propaganda, advertisement, and emotional appeal) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 609 | Expository or informational elements (e.g., explanation, lists, and organizational patterns such as description, cause-effect, and compare-contrast) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 610 | Technical elements (e.g., bullets, instruction, form, sidebars) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

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| | | | | | | | |
|------|-----|--|------------|------------|------------|------------|------------|
| ①①②③ | 611 | Electronic elements (e.g., hypertext links, animations, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 612 | Strategies (e.g., activating prior knowledge, questioning; making connections, predictions; inference, imagery, summarization, re-telling) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 613 | Self-correction strategies (e.g., monitoring, cueing systems, and fix-up) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 614 | Metacognitive processes (i.e., reflecting about one's thinking) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 615 | Interpret maps, graphs, and charts | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 616 | Test-taking strategies | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

| | | | | | | | |
|--------|---|---------------------------|-----------------------------|--|--|---------------------------------|-----------------|
| <none> | 7 | Critical Reasoning | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
|--------|---|---------------------------|-----------------------------|--|--|---------------------------------|-----------------|

| | | | | | | | |
|------|-----|---|------------|------------|------------|------------|------------|
| ①①②③ | 701 | Fact and opinion | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 702 | Appealing to authority, reason, or emotion | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 703 | Validity and significance of assertion or argument | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 704 | Relationships among purpose, organization, format, and meaning in text | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 705 | Author's assumptions or bias | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 706 | Comparison of topic, theme, treatment, scope, or organization across texts | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 707 | Inductive/deductive approaches (e.g., making inferences and drawing conclusions from texts) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 708 | Logical reasoning in text (e.g., implications, authors' rationale, development of argument, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 709 | Textual evidence and/or use of references to support position | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 710 | Drawing meaning from allegory and myth | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 711 | Distinguishing real from fantastical events in literature | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

| | | | | | | | |
|--------|---|-----------------------|-----------------------------|--|--|---------------------------------|-----------------|
| <none> | 8 | Author's Craft | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
|--------|---|-----------------------|-----------------------------|--|--|---------------------------------|-----------------|

| | | | | | | | |
|------|-----|--|------------|------------|------------|------------|------------|
| ①①②③ | 801 | Theme/thesis | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 802 | Purpose (e.g., to inform, perform, critique, or appreciate) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 803 | Characteristics of genres and forms | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 804 | Point of view (e.g., first or third person, multiple perspectives, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 805 | Literary devices (e.g., analogy, simile, metaphor, hyperbole, flashbacks, structure, and archetypes) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 806 | Literary analysis (e.g. symbolism, voice, style, tone, and mood) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 807 | Influence of time and place on authors and texts (e.g., historical era or culture) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 808 | Aesthetic aspects of text (e.g. dramatic or poetic elements) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

| | | | | | | | |
|--------|---|--------------------------|-----------------------------|--|--|---------------------------------|-----------------|
| <none> | 9 | Writing Processes | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
|--------|---|--------------------------|-----------------------------|--|--|---------------------------------|-----------------|

| | | | | | | | |
|------|-----|---|------------|------------|------------|------------|------------|
| ①①②③ | 901 | Printing, cursive writing, and penmanship | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 902 | Pre-writing (e.g., essential questions, topic selection, brainstorming, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

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Time on Topic Writing

Expectations for Students in English/Language Arts/Reading

| | | | | | | | |
|------|-----|--|------------|------------|------------|------------|------------|
| ①①②③ | 903 | Drafting and revising | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 904 | Editing for conventions (e.g., usage, spelling, and structure) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 905 | Manuscript conventions (e.g., indenting, margins, citations, references, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 906 | Final draft and publishing | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 907 | Use of technology (e.g., word processing, multimedia, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

| <none> | 10 | Elements of Presentation (Verbal and Written) | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
|--------|------|--|---------------------|-----------------------------------|-------------------------------------|-------------------------|------------|
| ①①②③ | 1001 | Purpose, audience, and context | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1002 | Main ideas | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1003 | Organization | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1004 | Word choice | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1005 | Support and elaboration | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1006 | Style, voice, technique, and use of figurative language | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1007 | Writing Conventions (e.g., capitalization, punctuation, indentation, citation, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1008 | Transitional Devices | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

| <none> | 11 | Writing Applications | Memorize/ Recall | Perform Procedures/ Explain | Generate/ Create/ Demonstrate | Analyze/ Investigate | Evaluate |
|--------|------|--|---------------------|-----------------------------------|-------------------------------------|-------------------------|------------|
| ①①②③ | 1101 | Narrative (e.g., stories, fiction, and plays) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1102 | Poetry | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1103 | Expository (e.g., report, theme, essay, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1104 | Critical/evaluative (e.g., review) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1105 | Expressive (e.g., journals or reflections) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1106 | Persuasive (e.g., editorial, advertisement, or argumentative) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1107 | Procedural (e.g., instructions, brochure, lab report, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1108 | Technical (e.g., manuals, specifications, research report, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |
| ①①②③ | 1109 | Real world applications of writing (e.g., resumes, letters to editor, note taking, etc.) | p ① s ② | p ① s ② | p ① s ② | p ① s ② | p ① s ② |

Expectations for Students in English, Language Arts, and Reading

Memorize/Recall

Reproduce sounds or words
Provide facts, terms, definitions, conventions
Locate literal answers in text
Identify relevant information
Describe

Perform Procedures/Explain

Follow instructions
Give examples
Check consistency
Summarize
Identify purpose, main ideas, organizational patterns
Gather Information

Generate/Create/Demonstrate

Create/develop connections among text, self, world
Recognize relationships
Dramatize
Order, group, outline, organize ideas
Express new ideas (or express ideas in new ways)
Develop reasonable alternatives

Analyze/Investigate

Categorize, schematize information
Distinguish fact and opinion
Compare and contrast
Identify with another's point of view
Make inferences, draw conclusions
Predict probable consequences
Generalize

Evaluate

Determine relevance, coherence, internal consistency, logic
Assess adequacy, appropriateness, credibility
Test conclusions, hypotheses
Synthesize content and ideas from several sources
Integrate with other topics and subjects
Critique

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(Less than one class/lesson)

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The following information is collected as part of the registration process

Name: _____
(Note: Your personal information will be kept confidential.)

Email address: _____

District: _____

School: _____

Position: _____