

ASSESSMENT QUESTIONS

This section of the survey solicits your perceptions and experiences with different types of assessments. These assessment types are defined below.

Benchmark Assessments (either district/school or vendor created) – Assessments intended to monitor students’ progress toward meeting grade level or course expectations in one or more subjects. These assessments generally are administered at regular intervals during the school year.

Screener/Progress Monitoring Assessments – Any skills-based assessments intended to screen students or track progress as part of RTI².

Curriculum-Embedded Assessments – Assessments provided as part of your curriculum materials or created specifically to assess mastery of your curriculum.

Teacher-Developed Assessments – Student quizzes, tests, and assignments that teachers created. Tests or quizzes constructed by teachers using test item banks or items and / or homework assignments from teacher editions of textbooks also should be considered teacher-developed assessments.

TM_IS01. Please review the types of assessments used in schools (above), and then answer the questions below for each. Please indicate the extent to which you agree with each of the following statements.

	I do not have access to individual student-level data from this assessment	I have access to individual student-level data from this assessment but do not use it	I have access to individual student-level data from this assessment and use it sometimes	I have access to individual student-level data from this assessment and use it a lot
a. Benchmark Assessments	1	2	3	4
b. RTI ² Screener/Progress Monitoring Assessments	1	2	3	4
c. Curriculum-Embedded Assessments	1	2	3	4
d. Teacher-Developed Assessments	1	2	3	4

TM_IS02. Please indicate approximately how many HOURS PER MONTH you spend interacting with assessments in each of the following ways.

	Preparing/ creating materials	Administering to students	Scoring/Interpreting Results
Benchmark Assessments	a1	a2	a3
Screener/Progress Monitoring Assessments	b1	b2	b3
Curriculum-Embedded Assessments	c1	c2	c3
Teacher-Developed Assessments	d1	d2	d3

TM_IS03. Think about all of the assessments used within your subject(s)/grades(s). Please indicate the extent to which you agree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have access to assessment data that I use to inform parents and other stakeholders about a student’s learning throughout the year.	1	2	3	4
b. I have access to assessment data that is strongly aligned to the curriculum I am using.	1	2	3	4
c. The amount of time spent taking assessments is worth the investment.	1	2	3	4
d. I know what instructional needs students have based on their assessment results.	1	2	3	4
e. I know where to turn for instructional resources that are aligned to assessment results.	1	2	3	4
f. I am able to predict end-of-year student learning based on assessment data I have access to.	1	2	3	4

TM_IS04. Do you teach math at any grade level?

- a. No – 0
- b. Yes – 1

TM_IS05. [If TM_IS04 = 1] Think about the math curriculum/instructional materials that are provided by your school or district. Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My math curriculum is easy to use. (Select one option)	1	2	3	4
b. I am able to deliver high quality lessons by using the math curriculum as designed. (Select one option)	1	2	3	4
c. I have enough questions, tasks, and assessments within my math materials to support my students’ learning and mastery of the lesson’s expectations.	1	2	3	4
d. My math curriculum is engaging to my students. (Select one option)	1	2	3	4
e. I am able to use assessments and tasks provided by my math curriculum without having to modify or develop my own. (Select one option)	1	2	3	4
f. My math curriculum is a good fit for my students.	1	2	3	4

TM_IS06. [If TM_IS04 = 1] In a typical week, how many of your math lessons do you...

	None	A small number of my lessons	Some of my lessons	Most/all of my lessons
a. Plan using supplemental materials (i.e., materials not provided by the district)?	1	2	3	4
b. Teach using supplemental materials (i.e., materials not provided by the district)?	1	2	3	4

TM_IS07. Which of the options below best represents your experience with classroom walk-throughs this school year? Please only consider any walk-throughs NOT conducted as part of your teacher evaluation process. (Select one option)

- a. I only had live, in-person walk-throughs this year.
- b. I only had virtual/remote walk-throughs this year.
- c. I had both live, in-person AND virtual/remote walk-throughs this year.
- d. Walk-throughs were not conducted by my administrator(s) this year.

TM_IS08. [If TM_IS07 = a – c] How helpful was the feedback you received from walk-throughs this school year?

- a. Not helpful
- b. Slightly helpful
- c. Moderately helpful
- d. Very helpful

TM_IS09. Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation process used in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The processes used to conduct my teacher evaluation are fair to me. (Select one option)	1	2	3	4
b. In general, the teacher evaluation process used in my school has led to improvements in my teaching. (Select one option)	1	2	3	4

For the next set of questions please think of character education as preparing a student to make successful contributions to society by developing decision-making skills, citizenship, and financial literacy.

TM_IS10. Did your students engage in any service learning projects this year?

- a. No – 0
- b. Yes – 1

TM_IS11. *Which of the following best describes the way in which courses/subjects you teach intersect with character education? (Select one option)

- a. I teach an entire course/subject that is dedicated to one or more character education topics
- b. I have one or more units of study dedicated to character education embedded within a course/subject I teach
- c. Character education is weaved throughout a course/subject that I teach
- d. The course/subject is not related to character education

TM_IS12. [If TM_IS11 = d] Which character education topic would you be most open/interested in incorporating into your teaching? (Select one option)

- a. Decision-making skills
- b. Citizenship/Public service
- c. Financial literacy
- d. Other: _____
- e. None. I would not be open/interested in incorporating character education

TM_IS13. [If TM_IS11 = a-c] Please indicate the extent to which you agree or disagree with the following statements about support for character education at your school .

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am provided with adequate curriculum materials to teach character education. (Select one option)	1	2	3	4
b. Character education objectives are explicitly identified in our student handbook or other materials. (Select one option.)	1	2	3	4
c. Our teachers purposefully integrate character lessons (e.g., decision-making skills, citizenship, service, financial literacy) into their curricula. (Select one option.)	1	2	3	4
d. Teachers at our school have had professional development opportunities focused on character education in the last three years. (Select one option.)	1	2	3	4

TM_IS14. [If TM_IS11 = a-c] Please indicate the extent to which you agree or disagree with each of the following statements regarding the impact of character education.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I believe that character education has a positive impact on school culture and climate. (Select one option)	1	2	3	4

b. I believe that character education has a positive impact on student learning and long-term outcomes. (Select one option)	1	2	3	4
c. I believe that service learning is a critical part of character education. (Select one option)	1	2	3	4
d. Overall, I am satisfied with character education at my school. (Select one option)	1	2	3	4