INSTRUCTIONS

The following questions ask you to provide information about your experiences with student assessment and your feelings about a variety of assessment methods as well as your perceptions of the initial phases of implementing an NASDC model in your school.

The data you provide on this questionnaire will help generate a profile of teachers' experiences and attitudes prior to implementation of your school's NASDC model. Please take a few minutes of your time to respond carefully to each question. In some questions, you are asked about your assessment practice last year. If you are a first-year teacher, respond in reference to what you did as a student teacher. Your responses will be treated confidentially.
**SECTION ONE**

Check one box for each item. Please rate how frequently you used the following assessment methods in your classroom last year.

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Close-ended exams, quizzes, or other assignments (e.g., multiple choice, matching, or true-false items)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(2) Open-ended exams or quizzes or other assignments (e.g., short answer or essay items)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(3) Written assignments (e.g., essays, term papers, reports, journals)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(4) Portfolio assessment (a collection of assignments, work samples)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(5) Observation (e.g., evaluating participation, group work)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(6) Performance task (e.g., assessment of students as they work on a problem or task)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(7) Self-assessment by students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Check one box for each item. Last year, to what extent did your assessment methods demand:

<table>
<thead>
<tr>
<th>Demand</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8) Basic knowledge or comprehension of information</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(9) Selection of important vs. unimportant information</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(10) Integration of information from different sources</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>(11) Application of information</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(12) A focus on facts or details</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(13) A focus on terms or definitions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(14) A focus on concepts or principles</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
SECTION TWO

Check one box for each item. Please rate how well prepared you feel in developing and administering the following assessment methods.

15. Close-ended exams, quizzes, or other assignments (e.g., multiple choice, matching, or true-false items) Not at all  □  □  □  □  Very □

16. Open-ended exams or quizzes or other assignments (e.g., short answer or essay items) □  □  □  □  □

17. Written assignments (e.g., essays, term papers, reports, journals) □  □  □  □  □

18. Portfolio assessment (a collection of assignments, work samples) □  □  □  □  □

19. Observation (e.g., evaluating participation, group work) □  □  □  □  □

20. Performance task (e.g., assessment of students as they work on a problem or task) □  □  □  □  □

21. Self-assessment by students □  □  □  □  □

Check one box for each item. Please rate how confident you are that the following assessment methods accurately reflect student achievement and progress.

22. Close-ended exams, quizzes, or other assignments (e.g., multiple choice, matching, or true-false items) Not at all  □  □  □  □  Very □

23. Open-ended exams or quizzes or other assignments (e.g., short answer or essay items) □  □  □  □  □

24. Written assignments (e.g., essays, term papers, reports, journals) □  □  □  □  □

25. Portfolio assessment (a collection of assignments, work samples) □  □  □  □  □

26. Observation (e.g., evaluating participation, group work) □  □  □  □  □

27. Performance task (e.g., assessment of students as they work on a problem or task) □  □  □  □  □

28. Self-assessment by students □  □  □  □  □
SECTION THREE

29) Please comment on the training experiences you have had pertaining to your school's NASDC design in terms of quality, usefulness, adequacy, etc.

30) So far, what are you doing differently in your school as a result of adopting this design?

31) At this point, what are your feelings about adopting the design in terms of its likely effect upon students, teachers and/or parents/guardians at your school?

32) On a scale of 1 to 10, with 1 being very low and 10 being very high, please rate each of the following items:
   - Overall quality of training conducted by design team
   - Adequacy of pre-implementation training in preparing you to implement the design
   - District support for first-year implementation
   - Enthusiasm of teachers in your school for implementing the design

DEMOGRAPHIC INFORMATION

Please provide the following demographic information.

(33) Years of teaching experience:       (34) Grade level(s) you teach:       

(35) Subject area(s) you teach: (Check all that apply).
   - Elementary (all subject areas)
   - Secondary
     - Mathematics
     - Social Science
     - Fine Arts
     - Physical Science
     - English/Language Arts
     - Physical Education
     - Other (Please specify:       )

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.