Instructions for completing the questionnaire: The purpose of this questionnaire is to gather information about state-mandated testing and its impact on classroom instruction and student learning from teachers in elementary, middle, and high schools. These issues are particularly important for the education reform efforts that are currently taking place.

A key term should be defined as it is used in the questionnaire: state-mandated tests are those standardized tests that your state requires of its schools at specific grade levels (such as a statewide basic skills test or a test required for high school graduation).

We are interested in your candid beliefs and practices about important issues related to these tests. Your individual responses will be kept strictly confidential and will not be provided to any other person or group. Since you have been selected as part of a national sample, your responses are extremely important if we are to represent accurately what teachers across the United States think about these issues.

If you currently teach more than one class, respond about the class with which you last met before completing this questionnaire. Think only of this class and/or subject as you complete this survey.

Some of the questions may not be relevant to what takes place in your class, school district, or state. In that case, please skip the question and continue completing the survey. Please return the completed questionnaire in the enclosed self-addressed stamped envelope within the next week. We thank you in advance for participating in this important study.

IMPORTANT MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.
1. In what state do you currently teach? Indicate by marking next to the appropriate state abbreviation.

- AL
- HI
- MA
- NM
- SD
- AK
- ID
- MI
- NY
- TN
- AZ
- IL
- MN
- NC
- TX
- AR
- IN
- MS
- ND
- UT
- CA
- IA
- MO
- OH
- VT
- CO
- KS
- MT
- OK
- VA
- CT
- KY
- NE
- OR
- WA
- DE
- LA
- NV
- PA
- WV
- DC
- ME
- NH
- RI
- WI
- FL
- MD
- NJ
- SC
- WY
- GA

2. What subject(s) do you teach? Please mark ALL that apply.

- All (Elementary Education)
- Social Studies
- English
- Special Education
- Math
- Other: ____________
- Science

3. What grade level(s) do you currently teach? Please mark ALL that apply.

- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

4. Which category best describes your school?

- Urban
- Suburban
- Rural

5. How do your school’s results on the state-mandated test compare to those of other schools in your state?

- Above average
- Average
- Below average

Please indicate the extent to which you agree with each of the following statements by filling in the circle that corresponds with your response.

6. Teachers in my school do NOT use computers when teaching writing because the state-mandated writing test is handwritten.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

7. The state-mandated test is compatible with my daily instruction.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

8. The state-mandated test is as accurate a measure of student achievement as a teacher’s judgement.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

9. My district’s curriculum is aligned with the state-mandated testing program.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

10. The state-mandated test is based on a curriculum framework that ALL teachers in my state should follow.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

11. Overall, the benefits of the state-mandated testing program are worth the investment of time and money.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

12. What the state-mandated test measures is about the same as what any commercially available standardized achievement test (e.g., Stanford 9, ITBS, CAT) measures.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

13. Teacher morale is high in my school.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

14. The instructional texts and materials that the district requires me to use are compatible with the state-mandated test.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

15. Scores on the state-mandated test accurately reflect the quality of education students have received.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

16. The state-mandated testing program is just another fad.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

17. Teachers have high expectations for the performance of all students on the state-mandated test.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

18. My school’s (district’s) policy forbids using computers when teaching writing because it does NOT match the format of the state-mandated writing test.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

19. Performance differences between minority and nonminority students are smaller on the state-mandated test than on commercially available standardized achievement tests (e.g., Stanford 9, ITBS, CAT).

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

20. The state-mandated test motivates previously unmotivated students to learn.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

21. Teachers feel pressure from the district superintendent to raise scores on the state-mandated test.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

22. The state-mandated test is NOT an accurate measure of what minority students know and can do.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

23. Media coverage of state-mandated test results accurately reflects the quality of education in my state.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
Many low scoring students will do better on the state-mandated test if they receive specific preparation for it.

Score differences from year to year on the state-mandated test reflect changes in the characteristics of students rather than changes in school effectiveness.

Student morale is high in my school.

If I teach to the state standards or frameworks, students will do well on the state-mandated test.

Many students in my class feel that, no matter how hard they try, they will still do poorly on the state-mandated test.

The state-mandated test measures high standards of achievement.

Media coverage of state-mandated testing issues has been unfair to teachers.

The state-mandated test is NOT an accurate measure of what students who are acquiring English as a second language know and can do.

The majority of my students try their best on the state-mandated test.

Many students are extremely anxious about taking the state-mandated test.

Teachers have high expectations for the in-class academic performance of students in my school.

Differences among schools on the state-mandated test are more a reflection of students’ background characteristics than of school effectiveness.

My school has an atmosphere conducive to learning.

Teachers feel pressure from parents to raise scores on the state-mandated test.

Media coverage of state-mandated testing issues adequately reflects the complexity of teaching.

There is so much pressure for high scores on the state-mandated test that teachers have little time to teach anything not on the test.

The state-mandated test has brought much needed attention to education issues in my district.

Students are under intense pressure to perform well on the state-mandated test.

My tests are in the same format as the state-mandated test.

Teachers in my school want to transfer out of the grades where the state-mandated test is administered.

The state-mandated testing program leads some teachers in my school to teach in ways that contradict their own ideas of good educational practice.

Teachers in my school have found ways to raise state-mandated test scores without really improving student learning.

State-mandated testing has caused many students in my district to drop out of high school.

Teachers feel pressure from the building principal to raise scores on the state-mandated test.

State-mandated test results have led to many students being retained in grade in my district.

Administrators in my school believe students’ state-mandated test scores reflect the quality of teachers’ instruction.

My tests have the same content as the state-mandated test.

Many students in my school cheat on the state-mandated test.

If you teach more than one class, please respond about the class with which you last met when answering questions 52 through 59.

1. Are students placed in the class based on their achievement (i.e., tracked)?
   - Yes
   - No

2. Which one of the following categories best describes the ability/achievement level of this class?
   - High ability or achievement
   - Low ability or achievement
   - Average ability or achievement
   - Mixed ability or achievement

3. How many students are in this class?
   - 1–15
   - 16–20
   - 21–25
   - 26–30
   - 31+

4. Please do not write in this area.
For questions 55 and 56, mark the response that most closely estimates the percent of your total class that each group falls into. Since a student may fall into more than one category, the percents need NOT total 100%.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Students in your class</th>
<th>Students in your school</th>
<th>Students in your district</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>0%</td>
<td>1%–10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11%–20%</td>
<td>21%–30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31%–40%</td>
<td>41%–50%</td>
<td></td>
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<tr>
<td></td>
<td>51%–60%</td>
<td>61%–70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>71%–80%</td>
<td>81%–90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>91%–100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficiency (LEP)/English as a Second Language (ESL)</td>
<td>0%</td>
<td>1%–10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11%–20%</td>
<td>21%–30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31%–40%</td>
<td>41%–50%</td>
<td></td>
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<tr>
<td></td>
<td>51%–60%</td>
<td>61%–70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>71%–80%</td>
<td>81%–90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>91%–100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>0%</td>
<td>1%–10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11%–20%</td>
<td>21%–30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31%–40%</td>
<td>41%–50%</td>
<td></td>
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<tr>
<td></td>
<td>51%–60%</td>
<td>61%–70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>71%–80%</td>
<td>81%–90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>91%–100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

57. Which response best describes the socio-economic status (SES) of most of the students in each group? Please mark the appropriate column for each group of students.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mostly low SES</th>
<th>Mostly middle SES</th>
<th>Mostly high SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in your class</td>
<td>0%</td>
<td>1%–10%</td>
<td></td>
</tr>
<tr>
<td>Students in your school</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td></td>
</tr>
<tr>
<td>Students in your district</td>
<td>31%–40%</td>
<td>41%–50%</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficiency (LEP)/English as a Second Language (ESL)</td>
<td>51%–60%</td>
<td>61%–70%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>71%–80%</td>
<td>81%–90%</td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td>Mostly low SES</td>
<td>Mostly middle SES</td>
<td>Mostly high SES</td>
</tr>
<tr>
<td>Students in your class</td>
<td>0%</td>
<td>1%–10%</td>
<td></td>
</tr>
<tr>
<td>Students in your school</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td></td>
</tr>
<tr>
<td>Students in your district</td>
<td>31%–40%</td>
<td>41%–50%</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficiency (LEP)/English as a Second Language (ESL)</td>
<td>51%–60%</td>
<td>61%–70%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>71%–80%</td>
<td>81%–90%</td>
<td></td>
</tr>
</tbody>
</table>

58. What percent of your students ...

<table>
<thead>
<tr>
<th>Have a computer at home?</th>
<th>0%</th>
<th>1%–10%</th>
<th>11%–20%</th>
<th>21%–30%</th>
<th>31%–40%</th>
<th>41%–50%</th>
<th>51%–60%</th>
<th>61%–70%</th>
<th>71%–80%</th>
<th>81%–90%</th>
<th>91%–100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer to write first drafts using a computer?</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
<td>51%–60%</td>
<td>61%–70%</td>
<td>71%–80%</td>
<td>81%–90%</td>
<td>91%–100%</td>
</tr>
<tr>
<td>Can keyboard moderately well (20 words per minute or more)?</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
<td>51%–60%</td>
<td>61%–70%</td>
<td>71%–80%</td>
<td>81%–90%</td>
<td>91%–100%</td>
</tr>
</tbody>
</table>

59. About how often do you typically use assessments of the following types?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Never</th>
<th>Once or twice a year</th>
<th>Three to Six times a year</th>
<th>Once a month</th>
<th>Two to three times a month</th>
<th>Once a week or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple-choice questions</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
</tr>
<tr>
<td>Open response (short answer)</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
</tr>
<tr>
<td>Extended response (essay)</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
</tr>
<tr>
<td>Performance assessment (e.g., debates, experiments, portfolios)</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
</tr>
<tr>
<td>Group work yielding an individual product</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
</tr>
<tr>
<td>Group work yielding a group product</td>
<td>0%</td>
<td>1%–10%</td>
<td>11%–20%</td>
<td>21%–30%</td>
<td>31%–40%</td>
<td>41%–50%</td>
</tr>
</tbody>
</table>

60. How do you prepare your students for your state-mandated test? Mark ALL that apply:

- I do no special test preparation.
- I teach test-taking skills.
- I encourage students to work hard and prepare.
- I provide rewards for test completion.
- I teach the standards or frameworks known to be on the test.
- I provide students with items similar to those on the test.
- I provide test-specific preparation materials developed commercially or by the state.
- I provide students with released items from the state-mandated test.
61. The following is a list of ways in which state-mandated test results are used. For each item please indicate how appropriate you feel the specific use is. Please rate each use with the following scale.

- Place students in gifted and talented/honors programs
- Place students in special education
- RemEDIATE students
- Promote or retain students in grade
- Graduate students from high school
- Group students by ability in a grade
- Evaluate teacher or administrator performance
- Award teachers or administrators financial bonuses
- Reward schools financially
- Hold schools accountable
- Hold the district accountable
- Rank schools publicly
- Fire faculty/staff
- Award school accreditation
- Place public schools in receivership/state takeover
- Evaluate charter schools
- Evaluate voucher programs

62. In what ways, if any, has the amount of time spent on each of the following activities changed in your school in order to prepare students for the state-mandated testing program? Please skip to question #63 if you are a first year teacher.

- Instruction in tested areas
- Instruction in areas not covered by the state-mandated test
- Instruction in tested areas with high stakes attached (e.g., promotion, graduation, teacher rewards)
- Instruction in tested areas without high stakes attached
- Instruction in the fine arts
- Instruction in physical education
- Instruction in foreign language
- Instruction in industrial/vocational education
- Student free time (e.g., recess, lunch)
- Field trips (e.g., museum tour, hospital tour)
- Class trips (e.g., circus, amusement park)
- Student choice time (e.g., games, computer work)
- Organized play (e.g., games with other classes)
- Enrichment school assemblies (e.g., professional choral group performances)
- Administrative school assemblies (e.g., awards ceremonies)
- Classroom enrichment activities (e.g., guest speakers)
- Student performance (e.g., class plays)
- Parental contact
63. Approximately how many class hours PER YEAR do you spend preparing students specifically for the state-mandated test (e.g., teaching test-taking skills)?

- None
- 1–10
- 11–20
- 21–30
- More than 30

64. When were most of the test preparation activities you conducted specifically for the state-mandated test carried out?

- No specific preparation
- The day before
- Throughout the week before
- Throughout the two weeks before
- Throughout the month before
- Throughout the year

65. How similar is the content of the test preparation materials you use to the content of the state-mandated test?

- Very similar
- Somewhat similar
- Somewhat dissimilar
- Very dissimilar

66. One test preparation strategy is to target specific groups of students. Please mark ALL that apply related to your state-mandated test.

- I do not target test preparation at specific groups of students
- I target test preparation at LEP or ESL students
- I target test preparation at Special Education (SPED) students
- I target test preparation at students on the border of passing the state-mandated test
- I target test preparation at students who are on the border of moving to the next performance level.

67. Have you heard of any of the following activities taking place during the state-mandated test administration at your school?

- Have any teachers at your school...
  - given students hints about answers? Yes No
  - pointed out mismarked items to students? Yes No
  - given some students more than the allowed time? Yes No
  - provided instruction during the test? Yes No
  - changed student answers on the test? Yes No

68. Does your school rely on any of the following strategies to influence students to do their best work on the state-mandated test? Mark ALL that apply.

- Discussing the importance to the school of good performance on the test
- Holding student assemblies to motivate students
- Publicly recognizing students for good performance
- Scheduling special activities (e.g., pizza parties, field trips)
- Providing free time as a reward to students
- Linking performance to eligibility for participation in extra curricular activities (e.g., athletics, clubs)
- Giving prizes to reward students
- Requiring/recommending summer school
- Retaining students in grade
- Using scores for assigning report card grades
- Placing students in classes (e.g., honors, remedial)
- Exempting students who do well from required course work

69. How often do your SCHOOL'S results on the state-mandated test influence your own teaching? Mark only one response.

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never
- I did not receive the school's test results in time to use them
- I teach a grade and/or subject that does not receive the school's test results
- I teach a grade and/or subject that should get results but did not receive them

70. How often do your own STUDENT'S results on the state-mandated test influence your teaching? Mark only one response.

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never
- I did not receive students' test results in time to use them
- I teach a grade and/or subject that does not receive students' test results
- I teach a grade and/or subject that should get students' results but did not receive them
71. Using the following scale, indicate the extent of your agreement with the statements below regarding the state-mandated test results.

The individual student reports on test performance are easy to interpret.  
The individual student reports on test performance provide useful information.  
The school reports on student performance are easy to interpret.  
The school reports on student performance provide useful information.  
The district reports on student performance are easy to interpret.  
The district reports on student performance provide useful information.

72. Do YOU use the results of the state-mandated test for any of the following activities? Mark ALL that apply.
- Group students within my class
- Evaluate student progress
- Assess my teaching effectiveness
- Select instructional materials
- Plan my instruction
- Plan curriculum
- Give feedback to students
- Give feedback to parents
- Determine student grades (in whole or in part)
- Do not get the results back in time to use them
- None of the above

73. Are the results from the state-mandated test used in your DISTRICT to make decisions about the following? Please mark ALL that apply.
- Place students in gifted and talented/honors programs
- Place students in special education
- RemEDIATE students
- Promote or retain students in grade
- Graduate students from high school
- Group students by ability in a grade
- Evaluate teacher or administrator performance
- Award teachers or administrators financial bonuses
- Reward schools financially
- Hold schools accountable
- Hold the district accountable
- Rank schools publicly
- Fire faculty/staff
- Award school accreditation
- Place public schools in receivership/state takeover
- Evaluate charter schools
- Evaluate voucher programs
- None of the above
- Other:

74. Is there at least one person at your school that teachers can turn to for accurate information about the state-mandated testing program?
- Yes
- No

75. How adequate has professional development in the following areas been in preparing teachers in your district to implement the state-mandated testing program?

Knowledge of state curriculum standards or frameworks
Alignment of the classroom curriculum to the state curriculum standards/frameworks
Alignment of the classroom curriculum to the state-mandated test
Test preparation strategies
Administration of the state-mandated test
Interpretation of the test results
Use of test results
76. Your state-mandated testing program influences the amount of time you spend on ...

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Whole group instruction
Critical thinking skills
Individual seat work
Basic skills
Students working together in small groups (cooperative learning)
Concept development using manipulatives or experiments
Problems that are likely to appear on the state-mandated test

77. How many years of teaching experience do you have, including this year?

- 1
- 2-3
- 4-8
- 9-12
- 13-20
- Over 20

78. What is your gender?

- Female
- Male

79. Please mark the appropriate range for your age.

- 20-30
- 31-40
- 41-50
- 51-60
- 61+

80. Mark ALL of the following categories that best describe you.

- African American
- American Indian or Alaskan Native
- Asian
- White
- Pacific Islander
- Hispanic
- Other, please specify:

COMMENTS

If you would like to offer any comments about the relationship between state-mandated testing, classroom instruction, and student learning please write them in the space provided.

Thank you for your cooperation with this study!