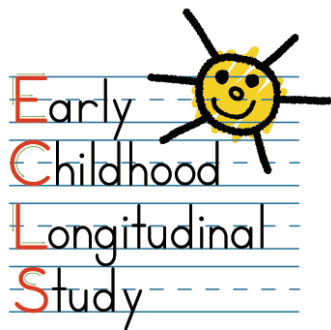


Appendix C.1

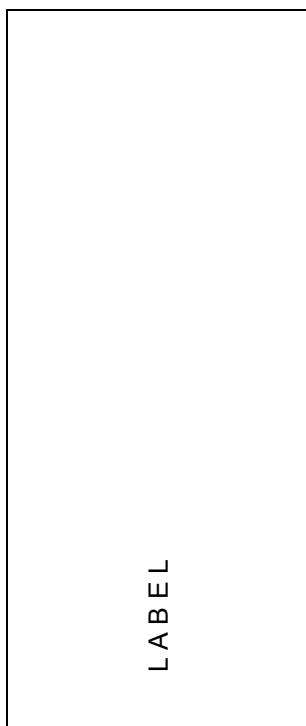
Teacher Questionnaire A



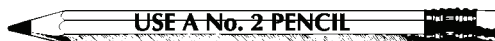
Teacher Questionnaire - A

Prepared for the U.S. Department of Education
National Center for Education Statistics by:

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Rockville, Maryland 20850



Use a #2 pencil to complete this questionnaire.



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. Approval expires 01/31/2009. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006-5650.

The collection of information in this survey is authorized by Public Law 107-279 Education Sciences Reform Act of 2002, Title I, Part C, Sec. 151(b) and Sec. 153(a). Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (PL 107-279, Title I, Part C, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

Note. The current item pool is comprised of items fielded in the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) or in a few cases in the Early Childhood Longitudinal Study, Birth Cohort, 2001 (ECLS-B). Items that are “new” (not fielded as part of the ECLS-K or ECLS-B) are marked as “new”.

**TEACHER QUESTIONNAIRE
PART A**

SECTION A. CLASS TIME

Source: new

A1. Which of the following describes the kindergarten class(es) you currently teach? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
Full-day	1	2
Morning half-day class.....	1	2
Afternoon half-day class.....	1	2
One class, some children stay for a full-day, some for a half-day .	1	2

A2. How many hours per day does each of your classes normally meet? WRITE THE NUMBER TO THE NEAREST HALF HOUR, FOR EXAMPLE, 2.5, 3.5.

Number of hours/day

A3. How many days per week does each of your classes normally meet?

Number of days/week

	Morning class	Afternoon class	Full-day class
<p>Number of hours/day</p> <p>_____</p> <p>hrs/day</p>	<p>_____</p> <p>hrs/day</p>	<p>_____</p> <p>hrs/day</p>	<p>_____</p> <p>hrs/day</p>
<p>Number of days/week</p> <p>_____</p> <p>days/wk</p>	<p>_____</p> <p>days/wk</p>	<p>_____</p> <p>days/wk</p>	<p>_____</p> <p>days/wk</p>

	Morning class	Afternoon class	Full-day class
A4. What type of kindergarten program(s) do you teach? CIRCLE ONE FOR EACH CLASS YOU TEACH.			
a. Regular kindergarten class 1-year program; traditional year of school primarily for 5 year olds prior to first grade	1	1	1
b. 1st year of a 2-year kindergarten program	2	2	2
c. 2nd year of a 2-year kindergarten program	3	3	3
d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten)	4	4	4
e. Transitional/pre-1st grade class (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	5	5	5
f. Ungraded class with at least some kindergarten-aged children (a classroom containing kindergarten-aged students, possibly in combination with other ages, not formally identified as a "kindergarten" class)	6	6	6
g. Multigrade class with at least some kindergarten-aged children (a classroom containing kindergarten and some combination of other grades – for example a combination pre-kindergarten/kindergarten)	7	7	7
h. Special education class (a classroom containing primarily children with disabilities)	8	8	8

A5. Do you currently teach a multigrade class?

Yes..... 1
 No 2 (GO TO ____)

(Kindergarten version)

A8. As of today's date, how many children in your class(es) are at each of the following age levels?

- a. 3 years old
- b. 4 years old
- c. 5 years old
- d. 6 years old
- e. 7 years old
- f. 8 years old
- g. 9 years old or older
- h. **Total class enrollment**

	Morning class	Afternoon class	Full-day class
	_____	_____	_____
	3 yrs	3 yrs	3 yrs
	_____	_____	_____
	4 yrs	4 yrs	4 yrs
	_____	_____	_____
	5 yrs	5 yrs	5 yrs
	_____	_____	_____
	6 yrs	6 yrs	6 yrs
	_____	_____	_____
	7 yrs	7 yrs	7 yrs
	_____	_____	_____
	8 yrs	8 yrs	8 yrs
	_____	_____	_____
	9 yrs	9 yrs	9 yrs
	_____	_____	_____
	total	total	total

(First & second grade version)

A9. As of today's date, how many children in your class are at each of the following age levels?

- 4 years old
- 5 years old
- 6 years old
- 7 years old
- 8 years old
- 9 years old
- 10 years old or older
- Total class enrollment

	Morning class	Afternoon class	Full-day class
A10. As of today's date, how many children in each of your classes belong to each of the following racial-ethnic groups? WRITE NUMBER ON LINE.			
a. Hispanic/Latino of any race.....		_____	_____
b. American Indian or Alaska Native, not of Hispanic origin	_____	_____	_____
c. Asian, not of Hispanic origin	_____	_____	_____
d. Black or African American, not of Hispanic origin	_____	_____	_____
e. Native Hawaiian or Other Pacific Islander, not of Hispanic origin	_____	_____	_____
f. White, not of Hispanic origin	_____	_____	_____
g. Two or more races			
Total class enrollment	total	total	total
A11. As of today's date, how many boys and girls are there in each of your classes?			
Number of boys.....	boys	boys	boys
Number of girls.....	girls	girls	girls
A12. Were children assigned to any of your classes on the basis of their preschool experience?			
Yes.....	1	1	1
No	2	2	2

A13. For what percent of children in your classroom did you get records from their preschool or Head Start program or communicate with their preschool or Head Start teacher? CIRCLE ONE FOR EACH CLASS YOU TEACH.

None

1-25%

26 - 50%

51 - 75%

76% or more

	Morning class	Afternoon class	Full-day class
None	1	1	1
1-25%	2	2	2
26 - 50%	3	3	3
51 - 75%	4	4	4
76% or more	5	5	5
Number of children repeating kindergarten.....	_____	_____	_____

(Kindergarten version)

A14. How many of the children in each of your classes are repeating kindergarten this year? IF NONE, WRITE "0."

Number of children repeating kindergarten.....

(First grade version)

A15. How many of the children in each of your classes are repeating first grade this year?

NUMBER

(Second grade version)

A16. How many of the children in each of your classes are repeating second grade this year?

NUMBER

A17. How many children:

Are currently enrolled in your class? (spring K only)

Have joined your class since the beginning of the school year? ...

Have left your class since the beginning of the school year?

A18. How many children in your class(es) have the following characteristics?

- a. Are classified as Gifted and Talented
- b. Are participating in a Gifted and Talented program
- c. Are below grade level in their reading skills
- d. Are below grade level in their mathematics skills
- e. Are tardy, on an average day
- f. Are absent, on an average day
- g. Attended kindergarten (1st grade questionnaire only)

Morning class	Afternoon class	Full-day class
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A19. How many of the children in each of your classes demonstrated the following skills when they started school this year? CIRCLE ONE FOR EACH CLASS YOU TEACH.

a. Recognize letters

- Less than $\frac{1}{4}$ of the children
- $\frac{1}{4}$ of the children
- $\frac{1}{2}$ of the children
- $\frac{3}{4}$ of the children
- More than $\frac{3}{4}$ of the children

b. Read words

- Less than $\frac{1}{4}$ of the children
- $\frac{1}{4}$ of the children
- $\frac{1}{2}$ of the children
- $\frac{3}{4}$ of the children
- More than $\frac{3}{4}$ of the children

c. Read complete sentences

- Less than $\frac{1}{4}$ of the children
- $\frac{1}{4}$ of the children
- $\frac{1}{2}$ of the children
- $\frac{3}{4}$ of the children
- More than $\frac{3}{4}$ of the children

d. Recognize numbers to 20

- Less than $\frac{1}{4}$ of the children
- $\frac{1}{4}$ of the children
- $\frac{1}{2}$ of the children
- $\frac{3}{4}$ of the children
- More than $\frac{3}{4}$ of the children

e. Count to 20

- Less than $\frac{1}{4}$ of the children
- $\frac{1}{4}$ of the children
- $\frac{1}{2}$ of the children
- $\frac{3}{4}$ of the children
- More than $\frac{3}{4}$ of the children

e. Add or subtract two numbers

- Less than $\frac{1}{4}$ of the children
- $\frac{1}{4}$ of the children
- $\frac{1}{2}$ of the children
- $\frac{3}{4}$ of the children
- More than $\frac{3}{4}$ of the children

	Morning class	Afternoon class	Full-day class
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

A23. For how many of these children do the following apply?

- a. Are currently receiving special health or educational services or accommodations for their disabilities
- b. Have an Individualized Education Program (IEP) for children with disabilities
- c. Have a Section 504 plan
- d. Need more help than they are currently receiving.

	Morning class	Afternoon class	Full-day class
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____

Source: new

A24. Are any languages other than English used in your classroom?

- Yes..... 1
- No 2 (skip to)

Source: new

A25. How often is a non-English language used in each of your classes in the following ways?

b. For academic instruction in reading/literacy

- Never
- Less than half the time
- About half the time
- More than half the time
- All the time

b. For academic instruction in mathematics

- Never
- Less than half the time
- About half the time
- More than half the time
- All the time

c. For academic instruction in other subjects

- Never
- Less than half the time
- About half the time
- More than half the time
- All the time

d. For instructional support (e.g., explaining directions, etc.)

- Never
- Less than half the time
- About half the time
- More than half the time
- All the time

e. For conversation

- Never
- Less than half the time
- About half the time
- More than half the time
- All the time

	Morning class	Afternoon class	Full-day class
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

A26. What languages are used for academic instruction in your class(es)? CIRCLE ALL THAT APPLY

- English
- Spanish
- French.....
- Vietnamese
- A Chinese language
- Japanese
- Korean
- A Filipino language
- Other language (SPECIFY) _____

A27. Do any of the children in your class(es) speak a language other than English (aside from native English speakers who are learning a foreign language) ?

- Yes.....
- No

A28. Which languages other than English are spoken by the children in each of your classes? CIRCLE ALL THAT APPLY.

- a. Spanish
 - b. Vietnamese
 - c. Chinese.....
 - d. Japanese
 - e. Korean
 - f. A Filipino language
 - g. Another Asian language.....
 - h. Other language (SPECIFY):
-

	Morning class	Afternoon class	Full-day class
English	1	2	3
Spanish	1	2	3
French.....	1	2	3
Vietnamese	1	2	3
A Chinese language	1	2	3
Japanese	1	2	3
Korean	1	2	3
A Filipino language	1	2	3
Other language (SPECIFY) _____	1	2	3
Yes.....	1	1	1
No	2 GO TO Q__	2 GO TO Q__	2 GO TO Q__
a. Spanish	1	1	1
b. Vietnamese	2	2	2
c. Chinese.....	3	3	3
d. Japanese	4	4	4
e. Korean	5	5	5
f. A Filipino language	6	6	6
g. Another Asian language.....	7	7	7
h. Other language (SPECIFY):	8	8	8

A29. In which languages other than English are the books or other written materials in your class?
(CIRCLE ALL THAT APPLY)

- None other than English 1
- Spanish..... 2
- French..... 3
- Vietnamese..... 4
- A Chinese language 5
- Japanese 6
- Korean 7
- A Filipino language 8
- Other language (SPECIFY) _____ 9

A30. Do you have any children who are English language learners in your class(es)? (English language learners are children whose native language is other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.)

- Yes.....
- No

	Morning class	Afternoon class	Full-day class
Yes.....	1	1	1
No	2	2	2
	GO TO Q__	GO TO Q__	GO TO Q__

A31. How many English language learners (ELL) do you have in each of your classes?

Number of ELL children

A31a If you have services in your classroom for English Language Learners, would you say these services are primarily (CIRCLE ONE):

- a) English as a Second Language (ELL) 1
- b) Bilingual education 2
- c) Dual-language program (also called two-way immersion (TWI))..... 3

A32. How many of the ELL children in each of your classes receive instruction designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency in the following ways? WRITE NUMBER ON LINE.

- Receive no ELL instruction in the school.....
- Receive ELL instruction within the regular class.....
- Receive ELL instruction outside the regular class

	Morning class	Afternoon class	Full-day class
Number of ELL children	_____	_____	_____
Receive no ELL instruction in the school.....	_____	_____	_____
Receive ELL instruction within the regular class.....	_____	_____	_____
Receive ELL instruction outside the regular class	_____	_____	_____

Source: New item written from IES guidelines for effective ELL instructional strategies.

A33. How often do ELL children in this class do each of the following activities (in your classroom or in a pull-out program)?

	<i>Once a month or less</i>	<i>2-3 times a month</i>	<i>1-2 times a week</i>	<i>3-4 times a week</i>	<i>Daily</i>
a Take assessments to monitor their English language acquisition	1	2	3	4	5
b Take assessments to assess their progress in English reading and literacy skills.....	1	2	3	4	5
c Work in small groups of ELL children or individually on intensive English reading and literacy skills	1	2	3	4	5
d Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child) ...	1	2	3	4	5

A34. Which languages other than English are spoken by you and any other teacher or aide to the ELL children in each of your classes for instructional support or conversation? CIRCLE ALL THAT APPLY.

- a. No language other than English.....
- b. Spanish
- c. Vietnamese
- d. Chinese
- e. Japanese
- f. Korean
- g. A Filipino language
- h. Another Asian language.....
- i. Other language (SPECIFY):

	Morning class	Afternoon class	Full-day class
a.	1	1	1
b.	2	2	2
c.	3	3	3
d.	4	4	4
e.	5	5	5
f.	6	6	6
g.	7	7	7
h.	8	8	8
i.	9	9	9

A35. How much time per day do you and any other teacher or aide speak any non-English language in each of your classes? CIRCLE ONE FOR EACH CLASS YOU TEACH.

- 1 - 15 minutes
- 16 - 30 minutes
- 31 - 60 minutes
- More than 60 minutes

1 - 15 minutes	1	1	1
16 - 30 minutes	2	2	2
31 - 60 minutes	3	3	3
More than 60 minutes	4	4	4

A36. Date questionnaire completed: / /
MM DD YY

OMB No. xxxx-xxxx
App. Exp.: xx/xx/xx

**TEACHER QUESTIONNAIRE
PART B**

SECTION A. CLASS ORGANIZATION AND RESOURCES

A1. In a typical day, how much time does a child in your class spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

	No Time	Half Hour or Less	About one hour	About two hours	About three hours	Four hours or more
a. Teacher-directed whole class activities?	1	2	3	4	5	6
b. Teacher-directed small group activities?	1	2	3	4	5	6
c. Teacher-directed individual activities?	1	2	3	4	5	6
d. Child-selected activities?	1	2	3	4	5	6

A2. Of the following three potential objectives, which is most important (rank=1) to you in your teaching of kindergarten, which is the least important (rank=3), and which is in the middle (rank=2)? (CIRCLE ONE NUMBER ON EACH ROW)

- a) Helping students become academically focused..... 1 2 3
- b) Helping students become socially adjusted..... 1 2 3
- c) Helping students become adjusted to school 1 2 3

A2. How **often** AND **how much time** does the typical child in your class(es) usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?

	How Often						
	Never	Less than once a week	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
Reading and language arts	1	2	3	4	5	6	7
Mathematics	1	2	3	4	5	6	7
Social studies	1	2	3	4	5	6	7
Science	1	2	3	4	5	6	7
Music	1	2	3	4	5	6	7
Art	1	2	3	4	5	6	7
Physical education	1	2	3	4	5	6	7
Dance/creative movement	1	2	3	4	5	6	7
Theater/creative dramatics	1	2	3	4	5	6	7
Foreign language	1	2	3	4	5	6	7

	How Much Time Per Day (on the days this is done)						
	Less than ½ hour a day	½ hour to 1 hour a day	1 to ½ hours per day	1 ½ to 2 hours per day	2 to 2 ½ hours a day	2 ½ hours to 3 hours a day	More than 3 hours a day
Reading and language arts	1	2	3	4	5	6	7
Mathematics	1	2	3	4	5	6	7
Social studies	1	2	3	4	5	6	7
Science	1	2	3	4	5	6	7
Music	1	2	3	4	5	6	7
Art	1	2	3	4	5	6	7
Physical education	1	2	3	4	5	6	7
Dance/creative movement	1	2	3	4	5	6	7
Theater/creative dramatics	1	2	3	4	5	6	7
Foreign language	1	2	3	4	5	6	7

A3. Do you typically integrate two or more curriculum areas around common or unifying themes (e.g., using math and science concepts in the same unit of study or using arts and social studies in the same unit of study)? CIRCLE ONE NUMBER.

- Often 1
- Occasionally 2
- Rarely or Never..... 3

(potential replacement for item above)

A4. To what extent do you integrate curriculum areas around common or unifying themes? (e.g., using math and science concepts in the same unit of study or using arts and social studies in the same unit of study)? CIRCLE ONE NUMBER.

- Never 1
- Occasionally 2
- Usually 3
- All the time..... 4

A5. How often do you divide your class(es) into ability groups for reading and math activities or lessons? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Less than one day a week	One day a week	Two days a week	Three days a week	Four days a week	Five days a week
a. Reading.....	1	2	3	4	5	6	7
b. Math.....	1	2	3	4	5	6	7

A6. On days when you use achievement grouping, approximately or on average, how many groups do you have and how many minutes per day are your class(es) usually divided into achievement groups for reading and math activities or lessons? WRITE NUMBERS ON LINES BELOW, AND CIRCLE ONE NUMBER ON EACH LINE. IF YOU DO NOT USE ACHIEVEMENT GROUPING IN THE SUBJECT LISTED, PLEASE WRITE "0" ON THE LINE AND SKIP TO THE NEXT QUESTION.

	Number of achievement groups	1-15 minutes/day	16-30 minutes/day	31-60 minutes/day	More than 60 minutes/day
a. Reading.....	_____	1	2	3	4
b. Math.....	_____	1	2	3	4

A7. Since the beginning of January, how many children in this class have moved to a different (higher or lower) ability reading group?

	<i>None</i>	<i>1 or 2</i>	<i>3 to 5</i>	<i>6 to 10</i>	<i>11 or more</i>
a. Moved to a lower group	1	2	3	4	5
b. Moved to a higher group	1	2	3	4	5
c. Moved both lower and higher	1	2	3	4	5

A8. How often do children in your class(es) who need more help with reading receive the following kinds of services while at school? CIRCLE ONE NUMBER ON EACH LINE AND WRITE IN THE AVERAGE NUMBER OF MINUTES PER SESSION, NOT COUNTING TIME SPENT MOVING BETWEEN CLASS AND THE SERVICE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily	Minutes per session
a. Extra individual assistance from you	1	2	3	4	5	
b. Individual tutoring from an aide or volunteer.....	1	2	3	4	5	
c. Individual tutoring by a specialist.....	1	2	3	4	5	
d. Pull-out instruction in small groups	1	2	3	4	5	
e. Other (SPECIFY) _____ _____	1	2	3	4	5	

A9. How often do the children in your class(es) do the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	No library or media center in this school	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Go to the school library or media center.....	0	1	2	3	4	5
b. Borrow materials from the library or media center.....	0	1	2	3	4	5

A10. How many days a week do children have recess? WRITE NUMBER ON LINE.

_____ Days

A11. Between the school day starting time and the dismissal time, how many times a day do children have recess? CIRCLE ONE NUMBER.

- Once 1
- Twice 2
- Three or more times 3

A12. In a typical day, how much time does your class spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes
a. Lunch.....	1	2	3	4
b. Recess.....	1	2	3	4

A13. How many paid aides assist you in any of your classes? RECORD NUMBER ON LINE. IF 0, GO TO QUESTION __.

_____ NUMBER

A14. How many hours a week do different types of paid aides usually assist in your class(es) in the following ways? WRITE THE NUMBER OF HOURS IN THE APPROPRIATE BOXES BELOW.

	Regular aides	Special Education aides	ELL or Bilingual Education aides
a. Working directly with children on instructional tasks.....	_____ hrs/week	_____ hrs/ week	_____ hrs/ week
b. Doing non-instructional work (e.g., photocopying, preparing materials, etc.)	_____ hrs/day	_____ hrs/day	_____ hrs/day

PLEASE RESPOND TO QUESTIONS 15 THROUGH 19 FOR THE AIDE WHO SPENDS THE MOST TIME IN EACH OF YOUR CLASS(ES).

	Morning class	Afternoon class	Full-day class
A15. Is the aide's first language English? CIRCLE ONE FOR EACH CLASS.			
Yes.....	1	1	1
No.....	2	2	2
A16. How well does the aide speak English? CIRCLE ONE FOR EACH CLASS.			
Not at all well.....	1	1	1
Not well.....	2	2	2
Well.....	3	3	3
Very well.....	4	4	4

	Morning class	Afternoon class	Full-day class
A17. What is the highest level of education completed by your aide(s)? CIRCLE THE HIGHEST LEVEL COMPLETED FOR EACH CLASS.			
High school diploma or GED.....	1	1	1
AA in early childhood education.....	2	2	2
BA or BS in elementary education.....	3	3	3
Working on a bachelor's degree.....	4	4	4
Don't Know.....	5	5	5
Other (SPECIFY).....	6	6	6

A18. Which certifications does your aide have? CIRCLE THE HIGHEST LEVEL COMPLETED.

- Elementary Education..... 1
- Early Childhood Education..... 2
- Currently working on a teaching credential..... 3
- Don't Know..... 4
- Other (SPECIFY)..... 5

ALTERNATE item for #25 above

A19. Does your aide have any of the following certifications?

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
a. Early childhood education	1	2	3
b. Elementary education	1	2	3
c. Currently working on a teaching credential.....	1	2	3

A20. In a typical week, about how many total hours do volunteer(s) assist with your class?

NUMBER

A21. How many hours a week do volunteers usually assist in your class in the following ways?

	<u>HOURS</u>
a. Working directly with children on instructional tasks	_____
b. Doing non-instructional work (e.g., photocopying, preparing materials, etc.)	_____

New Item
Source: NAEP

A22. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class in the following subject areas:

	I get all the resources I need.	I get most of the resources I need.	I get some of the resources I need.	I don't get any of the resources I need.
a. Reading?	1	2	3	4
b. Math?	1	2	3	4
c. Science?	1	2	3	4

A23. In general, how adequate is each of the following for your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	I don't use these at this grade level	Never adequate	Often not adequate	Sometimes not adequate	Always adequate
a. Textbooks.....	1	2	3	4	5
b. Tradebooks.....	1	2	3	4	5
d. Basal reader books					
e. Workbooks and practice sheets (first grade only).....	1	2	3	4	5
f. Manipulatives (e.g., blocks, puzzles).....	1	2	3	4	5
g. Audiovisual equipment (e.g., DVD player).....	1	2	3	4	5
h. DVDs, videotapes, or films.....	1	2	3	4	5
i. Computer equipment.....	1	2	3	4	5
j. Computer software.....	1	2	3	4	5
k. Paper and pencils.....	1	2	3	4	5
l. Ditto or photocopier equipment.....	1	2	3	4	5
m. Art materials, paints, clays.....	1	2	3	4	5
n. Musical instruments.....	1	2	3	4	5
o. Musical recordings.....	1	2	3	4	5
p. Materials for teaching ELL children.....	1	2	3	4	5
q. Materials for teaching children with disabilities.....	1	2	3	4	5
r. Heat and air-conditioning.....	1	2	3	4	5
s. Classroom space.....	1	2	3	4	5

A24. How often do your children use the following materials or resources in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not available	Never	Once a month or less	Two or three times a month	Three or four times a month	Daily
a. Art materials	0	1	2	3	4	5
b. Musical instruments	0	1	2	3	4	5
c. Costumes for creative dramatics/theater	0	1	2	3	4	5
d. Cooking or food related items	0	1	2	3	4	5
e. DVD player or VCR	0	1	2	3	4	5
f. TV for watching broadcast programs.....	0	1	2	3	4	5
g. Record, tape, or CD player.....	0	1	2	3	4	5
h. Science equipment (e.g., magnifying glass, scales, thermometers)....	0	1	2	3	4	5

A25. Does your classroom have the following interest areas or centers for activities? CIRCLE ONE NUMBER ON EACH LINE. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL CLASSES WHEN MARKING YOUR RESPONSES.

	<u>Yes</u>	<u>No</u>
a. Reading area with books	1	2
b. Listening center	1	2
c. Writing center or area	1	2
e. Math area with manipulatives	1	2
f. Area for playing with puzzles and blocks (Legos, etc.)	1	2
g. Water or sand table	1	2
h. Computer area	1	2
i. Science or nature area with manipulatives	1	2
j. Dramatic play area or corner	1	2
k. Art area	1	2

SECTION B. INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

Do you have ELL students in your classroom?

Yes.....1 (Please respond to both sets of items in this section about Reading and Language Arts Instruction. The first set is about instruction for your non-ELL students; and the second set of items is about instruction for your ELL students)

No.....2 (Please respond to the first set of items in this section about Reading and Language Arts Instruction and skip the second set of items (which are specifically for teachers of ELL students))

READING AND LANGUAGE ARTS INSTRUCTION FOR STUDENTS WHO ARE NOT ENGLISH LANGUAGE LEARNERS (ELL)

READING AND LANGUAGE ARTS INSTRUCTION FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS (ELL)

[NOTE: if you do not have ELL students in your class, skip to Section C.]

B1. If you use a specific reading series or program for reading instruction, please write its name on the line below.

_____ SERIES OR PROGRAM NAME

Check the box if you do not use a specific reading series or program

New item
Source: NAEP.7-11

B2. How often do you use the following resources to teach reading in this class?

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Hardly Ever
a. Basal reading series	1	2	3	4
b. Children’s newspapers and/or magazines	1	2	3	4
c. Reading kits	1	2	3	4
d. Computer software for reading instruction	1	2	3	4
e. A variety of trade books (e.g., novels, collections of poetry, nonfiction)	1	2	3	4
f. Materials from other subjects (e.g., science, social studies).....	1	2	3	4

B3. How often do children in this class do each of the following **READING** and **LANGUAGE ARTS** activities? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Dictate stories to a teacher, aide, or volunteer	1	2	3	4	5	6
b. Work on phonics	1	2	3	4	5	6
c. Listen to you read stories where they see the print (e.g., Big Books)	1	2	3	4	5	6
d. Listen to you read stories but they don't see the print	1	2	3	4	5	6
e. Retell stories	1	2	3	4	5	6
f. Read aloud	1	2	3	4	5	6
g. Read from basal reading texts	1	2	3	4	5	6
h. Read silently	1	2	3	4	5	6
i. Work in a reading workbook or on a worksheet	1	2	3	4	5	6
j. Write words from dictation, to improve spelling	1	2	3	4	5	6
k. Write with encouragement to use invented spellings, if needed	1	2	3	4	5	6
l. Read books they have chosen for themselves	1	2	3	4	5	6
m. Compose and write stories or reports	1	2	3	4	5	6
n. Do an activity or project related to a book or story	1	2	3	4	5	6
o. Publish their own writing	1	2	3	4	5	6
p. Perform plays and skits	1	2	3	4	5	6
q. Write stories in a journal	1	2	3	4	5	6
r. See/hear stories from story tellers or other artists	1	2	3	4	5	6
s. Work in mixed-achievement groups on language arts activities	1	2	3	4	5	6
t. Peer tutoring	1	2	3	4	5	6
u. Read text with controlled vocabulary	1	2	3	4	5	6
v. Read text with strong phonetic patterns ..	1	2	3	4	5	6
w. Read text with patterned or predictable text	1	2	3	4	5	6
x. Read thematic or literature based text (Grades 1, 2).....	1	2	3	4	5	6
y. Work on projects in small groups for language arts activities (Grades 1,2).....	1	2	3	4	5	6
z. Work on long term projects (at least a week long) for language arts activities (Grades 1,2).....	1	2	3	4	5	6
aa. Talk with each other about what they have read (Grade 2)	1	2	3	4	5	6
bb. Write about something they have read (Grade 2)	1	2	3	4	5	6

B4. For this school year as a whole, please indicate how each of the following **READING** and **LANGUAGE ARTS** skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

		Not Taught		Taught				
		Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a.	Conventions of print (left to right orientation, book holding)	1	2	3	4	5	6	7
b.	Alphabet and letter recognition	1	2	3	4	5	6	7
c.	Matching letters to sounds	1	2	3	4	5	6	7
C2	Writing letters of the alphabet							
d.	Writing own name (first and last) ...	1	2	3	4	5	6	7
e.	Rhyming words and word families .	1	2	3	4	5	6	7
E2	Blending separate sounds of a word to say the word (e.g., "/c/ /a/ /t/ - cat")							
E3	Verbally manipulating syllables within a word (e.g., what is cowboy without cow?).....							
f.	Reading multi-syllable words, like adventure	1	2	3	4	5	6	7
g.	Common prepositions such as over and under, up and down	1	2	3	4	5	6	7
h.	Identifying the main idea and parts of a story	1	2	3	4	5	6	7
i.	Making predictions based on text ..	1	2	3	4	5	6	7
j.	Using context cues for comprehension	1	2	3	4	5	6	7
k.	Communicating complete ideas orally	1	2	3	4	5	6	7
l.	Remembering and following directions that include a series of actions	1	2	3	4	5	6	7
m.	Using capitalization and punctuation	1	2	3	4	5	6	7
n.	Composing and writing complete sentences	1	2	3	4	5	6	7
o.	Composing and writing stories with an understandable beginning, middle, and end	1	2	3	4	5	6	7
p.	Conventional spelling	1	2	3	4	5	6	7
q.	Vocabulary.....	1	2	3	4	5	6	7
r.	Alphabetizing	1	2	3	4	5	6	7
s.	Reading aloud fluently	1	2	3	4	5	6	7
t	Reading for literary experience (e.g., stories, poetry, science fiction, folktales) (Grade 2).....	1	2	3	4	5	6	7

		Not Taught		Taught				
		Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
u	Reading to gain information (e.g., science articles, historical sources, textbook chapters, essays) (Grade 2)	1	2	3	4	5	6	7
v	Reading to perform a task (e.g., documents, forms, directions) (Grade 2)	1	2	3	4	5	6	7
w	Narrative writing (e.g., stories, personal essays) (Grade 2)	1	2	3	4	5	6	7
x	Informative writing (e.g., (Grade 2)	1	2	3	4	5	6	7

SECTION C. MATHEMATICS INSTRUCTION

C1. If you use a specific mathematics series or program for mathematics instruction, please write its name on the line below.

_____ SERIES OR PROGRAM

Check the box if you do not use a specific mathematics series or program.

C2. How often do children in this class do each of the following **MATH** activities? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Count out loud	1	2	3	4	5	6
b. Work with geometric manipulatives	1	2	3	4	5	6
c. Work with counting manipulatives to learn basic operations	1	2	3	4	5	6
d. Play math-related games	1	2	3	4	5	6
e. Use a calculator for math	1	2	3	4	5	6
f. Use music to understand math concepts ..	1	2	3	4	5	6
g. Use creative movement or creative drama to understand math concepts	1	2	3	4	5	6
h. Work with rulers, measuring cups, spoons, or other measuring instruments ...	1	2	3	4	5	6
i. Explain how a math problem is solved	1	2	3	4	5	6
j. Engage in calendar-related activities	1	2	3	4	5	6
k. Do math worksheets	1	2	3	4	5	6
l. Do math problems from their textbooks	1	2	3	4	5	6
m. Complete math problems on the chalkboard	1	2	3	4	5	6
n. Solve math problems in small groups or with a partner	1	2	3	4	5	6
o. Work on math problems that reflect real-life situations	1	2	3	4	5	6
p. Work in mixed achievement groups on math activities	1	2	3	4	5	6
q. Peer tutoring	1	2	3	4	5	6
r. Use a number line to understand number concepts	1	2	3	4	5	6
s. Do worksheet or workbook page emphasizing routine practice or drill (Grades 1 and 2)	1	2	3	4	5	6
t. Solve mathematics problems from their textbooks (Grade 2)	1	2	3	4	5	6
u. Solve mathematics problems on worksheets (Grade 2)	1	2	3	4	5	6
v. Solve mathematics problems in small groups or with a partner (Grade 2)	1	2	3	4	5	6

C3. For this school year as a whole, please indicate how each of the following **MATH** skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

		Not Taught		Taught				
		Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a.	Correspondence between number and quantity	1	2	3	4	5	6	7
b.	Writing all numbers between 1 and 10	1	2	3	4	5	6	7
c.	Counting by 2s, 5s, and 10s	1	2	3	4	5	6	7
d.	Counting beyond 100	1	2	3	4	5	6	7
e.	Writing all numbers between 1 and 100.....	1	2	3	4	5	6	7
f.	Recognizing and naming geometric shapes	1	2	3	4	5	6	7
g.	Identifying relative quantity (e.g., equal, most, less, more)	1	2	3	4	5	6	7
h.	Sorting objects into subgroups according to a rule	1	2	3	4	5	6	7
i.	Ordering objects by size or other properties	1	2	3	4	5	6	7
j.	Making, copying, or extending patterns.....	1	2	3	4	5	6	7
k.	Recognizing the value of coins and currency	1	2	3	4	5	6	7
l.	Adding single-digit numbers	1	2	3	4	5	6	7
m.	Subtracting single-digit numbers.....	1	2	3	4	5	6	7
n.	Place value	1	2	3	4	5	6	7
o.	Reading two-digit numbers.....	1	2	3	4	5	6	7
p.	Reading three-digit numbers	1	2	3	4	5	6	7
q.	Mixed operations (e.g., 4+3-2=5)	1	2	3	4	5	6	7
r.	Reading simple graphs.....	1	2	3	4	5	6	7
s.	Performing simple data collection and graphing.....	1	2	3	4	5	6	7
t.	Fractions (e.g., recognizing that $\frac{1}{4}$ of a circle is colored).....	1	2	3	4	5	6	7
u.	Ordinal numbers (e.g., first, second, third).....	1	2	3	4	5	6	7
v.	Using measuring instruments accurately	1	2	3	4	5	6	7
w.	Telling time	1	2	3	4	5	6	7
x.	Estimating quantities	1	2	3	4	5	6	7
y.	Adding two-digit numbers	1	2	3	4	5	6	7
z.	Carrying numbers in addition.....	1	2	3	4	5	6	
aa.	Subtracting two-digit numbers without regrouping	1	2	3	4	5	6	7
bb.	Estimating probability.....	1	2	3	4	5	6	7

		Not Taught		Taught				
		Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
cc.	Writing math equations to solve word problems	1	2	3	4	5	6	7
dd	Solving problems for which there are several appropriate methods or solutions (Grades 1, 2)	1	2	3	4	5	6	7
ee	Understanding place values with whole numbers (Grades 1 and 2)	1	2	3	4	5	6	7
ff	Reading, writing, and comparing fractions (Grade 2)....	1	2	3	4	5	6	7
gg	Making reasonable estimates of quantities (Grades 1 and 2)....	1	2	3	4	5	6	7

C4. How often do children in your class(es) use computers for the following purposes? CIRCLE ONE NUMBER ON EACH LINE.

		Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a.	To learn reading, writing, or spelling	1	2	3	4	5	6
b.	To learn math.....	1	2	3	4	5	6
c.	To learn social studies concepts	1	2	3	4	5	6
d.	To learn science concepts	1	2	3	4	5	6
e.	To learn keyboarding skills	1	2	3	4	5	6
f.	To create art or music.....	1	2	3	4	5	6
h.	For enjoyment (e.g., games)....	1	2	3	4	5	6
i.	To access information (e.g., to connect to Internet or local network)	1	2	3	4	5	6

New item
Source: NAEP.13

C5. Which best describes the availability of computers for use in your class?

- Not available 1
- Available in a lab or library, but difficult to access 2
- Readily available in a lab or library 3
- One computer available in the classroom..... 4
- Several computers available in the classroom 5

SECTION D. SCIENCE AND SOCIAL STUDIES INSTRUCTION

SCIENCE INSTRUCTION

D1. If you use a specific series or program for science instruction, please write its name on the line below.

_____ SERIES OR PROGRAM NAME

Check the box if you do not use a specific science series or program

D1. For this school year as a whole, please indicate how each of the following **SCIENCE** or **SOCIAL STUDIES** topics or skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

		Not Taught		Taught				
		Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a.	Human body	1	2	3	4	5	6	7
b.	Plants and animals	1	2	3	4	5	6	7
c.	Dinosaurs and fossils	1	2	3	4	5	6	7
d.	Solar system and space	1	2	3	4	5	6	7
e.	Weather (e.g., rainy, sunny)	1	2	3	4	5	6	7
f.	Understand and measure temperature	1	2	3	4	5	6	7
g.	Water	1	2	3	4	5	6	7
h.	Sound	1	2	3	4	5	6	7
i.	Light.....	1	2	3	4	5	6	7
j.	Magnetism and electricity	1	2	3	4	5	6	7
k.	Machines and motors	1	2	3	4	5	6	7
l.	Tools and their uses	1	2	3	4	5	6	7
m.	Health, safety, nutrition, and personal hygiene	1	2	3	4	5	6	7
n.	Important figures and events in American history	1	2	3	4	5	6	7
o.	Community resources (e.g., grocery store, police)	1	2	3	4	5	6	7
p.	Map-reading skills.....	1	2	3	4	5	6	7
q.	Different cultures	1	2	3	4	5	6	7
r.	Reasons for rules, laws, and government.....	1	2	3	4	5	6	7
s.	Ecology.....	1	2	3	4	5	6	7
t.	Geography.....	1	2	3	4	5	6	7
u.	Scientific method	1	2	3	4	5	6	7
v.	Social-problem solving	1	2	3	4	5	6	7
w.	Hands on activities or investigations in science	1	2	3	4	5	6	7

		Not Taught		Taught				
		Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
x	Laboratory skills or techniques	1	2	3	4	5	6	7
y	Communicating ideas in science	1	2	3	4	5	6	7
z	Relevance of science to society	1	2	3	4	5	6	7
aa	Community service	1	2	3	4	5	6	7
bb	Student government	1	2	3	4	5	6	7
cc	Current events in the news	1	2	3	4	5	6	7

New item

D2. How many days per week do you assign homework in

- a. Reading and language arts?..... _____
- b. Math?..... _____

D3. On days when homework is assigned, how much time do you expect children to spend on homework in the following areas? CIRCLE ONE NUMBER ON EACH LINE.

		None	10 min.	20 min.	30 min.	More than 30 min.
a.	Reading and language arts?.....	1	2	3	4	5
b.	Math?.....	1	2	3	4	5

SECTION E. PARENT INVOLVEMENT

E1. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class(es) during the school year? CIRCLE ONE NUMBER.

- No conferences..... 1
- One conference 2
- Two conferences 3
- Three or more conferences 4

E2. What percent of children in your class(es) have parents who participate in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1-25%	26-50%	51-75%	76% or more
a. Attend teacher-parent conferences	1	2	3	4	5
b. Volunteer regularly to help in your classroom or another part of the school	1	2	3	4	5
c. Attend open houses or parties.....	1	2	3	4	5
d. Attend art/music events or demonstration	1	2	3	4	5

E3. In a typical week, about how many total hours do volunteer(s) assist with your class(es)? IF THERE ARE TWO OR MORE VOLUNTEERS, PLEASE ADD UP THEIR WEEKLY HOURS. WRITE NUMBER ON LINE.

	Morning class	Afternoon class	Full-day class
Total number of hours per week	_____	_____	_____

E4. During this school year, how many times have you done the following? CIRCLE ONE NUMBER ON EACH LINE.

	Never	One to two times	Three to five times	Six to ten times	10-14 times	15 or more times
a. Sent home letters, newsletters, or other notices addressed to all parents.....	1	2	3	4	5	6
b. Shared portfolios or other collections of children's work for parents to see	1	2	3	4	5	6

New item
Source: SASS revised

E5. Do you use the following to communicate with parents?

	<u>Yes</u>	<u>No</u>
a. E-mail or list-serve to send out group updates or information	1	2
b. E-mail to address individual questions or concerns.....	1	2
c. Telephone.....	1	2

SECTION F. EVALUATION AND GRADING PRACTICES

F1. How important is each of the following in evaluating the children in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not important	Somewhat important	Very important	Extremely important	Not applicable
a. Individual child's achievement relative to the rest of the class	1	2	3	4	5
b. Individual child's achievement relative to local, state, or professional standards.....	1	2	3	4	5
c. Individual improvement or progress over past performance	1	2	3	4	5
d. Effort	1	2	3	4	5
e. Class participation	1	2	3	4	5
f. Daily attendance	1	2	3	4	5
g. Classroom behavior or conduct	1	2	3	4	5
h. Cooperativeness with other children	1	2	3	4	5
i. Ability to follow directions.....	1	2	3	4	5

F2. Which of the following best describes your evaluation and grading practices for different types of children? CIRCLE ONLY ONE NUMBER.

I hold the same standards for most children, but I make exceptions for children with special needs (for example, children with disabilities, children with limited English proficiency)..... 1

I hold different standards for different children based on what I think they are capable of..... 2

I hold the same standards for everyone in my class 3

F3. How often do you use the following to assess your children?

	Never	One or two times a year	One or two times a month	One or two times a week	Three or more times a week
a. State or local standardized tests	1	2	3	4	5
b. Commercially-produced tests	1	2	3	4	5
c. Teacher-made tests or quizzes	1	2	3	4	5
d. Individual or group projects	1	2	3	4	5
e. Tests from textbook series (e.g., end-of-unit or chapter)	1	2	3	4	5
f. Worksheets	1	2	3	4	5
g. Work samples	1	2	3	4	5

SECTION G. SCHOOL AND STAFF ACTIVITIES

G1. How often have you participated in the following school-related activities since the beginning of the year? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Meeting with other teachers to discuss lesson planning.....	1	2	3	4	5	6
b. Meeting with other teachers to discuss curriculum development.....	1	2	3	4	5	6
c. Meeting with other teachers or specialists to discuss individual children.....	1	2	3	4	5	6
d. Meeting with the special education teacher or service providers to discuss and plan for the children with disabilities in my class(es)	1	2	3	4	5	6

G2. In which of the following staff development and training activities have you participated during the current academic year? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. Workshops involving study groups or small-group problem solving	1	2
b. Direct instruction from an outside consultant on a specific topic	1	2
c. Peer observation and feedback	1	2
d. Visits to, or observations of, other schools	1	2
e. Release time for attending professional conferences.....	1	2
f. Enrollment in college or university courses related to your profession	1	2
g. Professional development via distance learning (web-based, etc.)		
h. Workshops on using computers and technology in the classroom	1	2

G3. How many hours do you have designated as paid preparation periods per week? CIRCLE ONLY ONE NUMBER.

- 2 hours or less per week 1
- More than 2 hours but less than 5 per week 2
- 5 to 9 hours per week 3
- 10 to 14 hours per week 4
- 15 or more hours per week 5

G4. Other than time spent during the work day, how many hours a week on average do you spend preparing for the class(es) you teach – for example, preparing lesson plans, grading papers? CIRCLE ONLY ONE NUMBER.

- 2 hours or less per week 1
- More than 2 hours but less than 5 per week 2
- 5 to 9 hours per week 3
- 10 to 14 hours per week 4
- 15 or more hours per week 5

G5. In some schools, special efforts are made to make the transition into kindergarten less difficult for children. Are any of the following done in your school? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. I (or someone at the school) phone or send home information about the kindergarten program to parents.....	1	2
b. Preschoolers spend some time in the kindergarten classroom	1	2
c. The school days are shortened at the beginning of the school year.....	1	2
d. Parents and children visit kindergarten prior to the start of the school year	1	2
e. I (or another teacher) visit the homes of the children at the beginning of the school year.....	1	2
f. Parents come to the school for orientation prior to the start of the school year.....	1	2

First grade version

G6. In some schools, special efforts are made to make the transition from kindergarten to first grade less difficult for children. Are any of the following done in your school?

	<u>Yes</u>	<u>No</u>
a. The school sends information about the first grade program to parents	1	2
b. Kindergarten children spend some time in the first grade classroom	1	2
c. Buddy or Big brother/Big sister programs that pair new first graders with older children at entry	1	2
d. Parents and children visit first grade for orientation.	1	2
e. First grade teachers or counselors meet with children while they are still in kindergarten	1	2
f. Kindergarten and First grade teachers meet to coordinate curriculum	1	2

SECTION H. VIEWS ON READINESS, SCHOOL CLIMATE, AND ENVIRONMENT

H1. How important do you believe the following characteristics are for a child to be ready for kindergarten? CIRCLE ONE NUMBER ON EACH LINE.

	Not important	Somewhat important	Very important	Extremely important	Essential
a. Finishes tasks	1	2	3	4	5
b. Can count to 20 or more	1	2	3	4	5
c. Takes turns and shares	1	2	3	4	5
d. Has good problem-solving skills	1	2	3	4	5
e. Is able to use pencils and paint brushes	1	2	3	4	5
f. Is not disruptive of the class	1	2	3	4	5
g. Knows the English language	1	2	3	4	5
h. Is sensitive to other children's feelings	1	2	3	4	5
i. Sits still and pays attention	1	2	3	4	5
j. Knows most of the letters of the alphabet	1	2	3	4	5
k. Can follow directions	1	2	3	4	5
l. Identifies primary colors and shapes	1	2	3	4	5
m. Communicates needs, wants, and thoughts verbally in primary language	1	2	3	4	5

H2. Please indicate the extent to which you agree with each of the following statements on children's preparation for school. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Attending preschool (for example, nursery, prekindergarten, or Head Start) is very important for success in kindergarten	1	2	3	4	5
b. Children who begin formal reading and math instruction in preschool will do better in elementary school.....	1	2	3	4	5
c. Parents should make sure their children know the alphabet before they start kindergarten	1	2	3	4	5
d. Most children should learn to read in kindergarten	1	2	3	4	5
e. Parents need help in learning how to teach their children how to read.....	1	2	3	4	5
f. Parents should set aside time every day for their kindergarten children to practice schoolwork.....	1	2	3	4	5
g. Homework should be given to kindergarten children almost every day	1	2	3	4	5
h. Parents should read to their children and play counting games at home regularly	1	2	3	4	5

First grade version

H3. Please indicate the extent to which you agree with each of the following statements on children's preparation for school.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Attending kindergarten is very important for success in first grade.....	1	2	3	4	5
b. Children who begin formal reading and math instruction in kindergarten will do better in elementary school	1	2	3	4	5
c. Most children should learn to read in kindergarten	1	2	3	4	5
d. Parents need help in learning how to teach their children how to read.	1	2	3	4	5
e. Parents should set aside time every day for their first grade children to practice schoolwork.....	1	2	3	4	5
f. Homework should be given to first grade children almost every day.....	1	2	3	4	5
g. Parents should read to their children and play counting games at home regularly.....	1	2	3	4	5

H3. Please indicate the extent to which you agree with each of the following statements about your school. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching	1	2	3	4	5
b. Many of the children I teach are not capable of learning the material I am supposed to teach them	1	2	3	4	5
c. I feel accepted and respected as a colleague by most staff members	1	2	3	4	5
d. Teachers in this school are continually learning and seeking new ideas	1	2	3	4	5
e. Routine administrative duties and paperwork interfere with my job of teaching	1	2	3	4	5
f. Parents are supportive of school staff ...	1	2	3	4	5
g. There is a great deal of cooperative effort among the staff members	1	2	3	4	5
h. In this school, staff members are recognized for a job well done	1	2	3	4	5
i. The academic standards at this school are too low	1	2	3	4	5
j. There is broad agreement among the entire school faculty about the central mission of the school	1	2	3	4	5
k. The school administrator knows what kind of school he/she wants and has communicated it to the staff	1	2	3	4	5
l. The school administrator deals effectively with pressures from outside the school (for example, budget, parents, school board) that might otherwise affect my teaching	1	2	3	4	5
m. The school administrator sets priorities, makes plans, and sees that they are carried out	1	2	3	4	5
n. The school administration's behavior toward the staff is supportive and encouraging	1	2	3	4	5

H4. At your school, how much influence do you think teachers have over school policy in areas such as determining discipline policy, deciding how some school funds will be spent, and assigning children to classes? CIRCLE ONLY ONE NUMBER.

- No influence..... 1
- Slight influence 2
- Some influence 3
- Moderate influence 4
- A great deal of influence 5

H5. How much control do you feel you have IN YOUR CLASSROOM over such areas as selecting skills to be taught, deciding about teaching techniques, and disciplining children? CIRCLE ONLY ONE NUMBER.

- No control 1
- Slight control..... 2
- Some control 3
- Moderate control 4
- A great deal of control 5

H6. Please indicate the extent to which you agree with each of the following statements on teaching. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I really enjoy my present teaching job.....	1	2	3	4	5
b. I am certain I am making a difference in the lives of the children I teach	1	2	3	4	5
c. If I could start over, I would choose teaching again as my career.....	1	2	3	4	5

H7. To what extent do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am adequately trained to teach the children with disabilities who are in my class	1	2	3	4	5
b. Inclusion of children with disabilities in my class has worked well.....	1	2	3	4	5
c. I am adequately trained to teach English language learners in my class .	1	2	3	4	5
d. Inclusion of English language learners in my class has worked well	1	2	3	4	5

H8. Please indicate the extent to which you agree with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. If I try really hard, I can get through even to the most difficult or unmotivated students.	1	2	3	4	5
b. If some students in my class are not doing well, I feel that I should change my approach to the subject.	1	2	3	4	5
c. By trying a different teaching method, I can significantly affect a student's achievement.	1	2	3	4	5
d. There is really very little I can do to insure that most of my students achieve at a high level.	1	2	3	4	5
e. I work to create lessons so my students will enjoy learning and become independent thinkers.	1	2	3	4	5
f. I feel sometimes it is a waste of my time to try to do my best as a teacher.	1	2	3	4	5
g. The attitudes and habits students bring to my class greatly reduce their chances for academic success.	1	2	3	4	5
h. My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.	1	2	3	4	5

H9. Indicate the extent to which you agree or disagree with each of the following statements as it applies to your instruction.

	Strongly disagree	Disagree	Agree	Strongly agree
a	1	2	4	5
b	1	2	4	5
c	1	2	4	5
d	1	2	4	5
e	1	2	4	5
f	1	2	4	5
g	1	2	4	5
h	1	2	4	5
i	1	2	4	5
j	1	2	4	5

SECTION I. YOUR BACKGROUND

11. What is your gender?

- Male 1
- Female 2

12. In what year were you born?

19 ____

13. Are you Hispanic/Latino? CIRCLE ONE NUMBER.

- Yes 1
- No 2

14. Which best describes your race? CIRCLE ONE OR MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.

- American Indian or Alaska Native..... 1
- Asian 2
- Black or African American 3
- Native Hawaiian or Other Pacific Islander 4
- White 5

15. What is the highest level of education one of your own parents have completed?

- Less than high school 1
- Some high school 2
- High School Diploma or GED..... 3
- Some college including technical or vocational school 4
- Bachelor's degree 5
- An advanced degree (e.g., Master's, PhD, MD)..... 6

16. Counting this school year, how many years have you taught each of the following grades and programs? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5) PLEASE INCLUDE PART-TIME TEACHING. WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.

Total Years Grade or Program Taught

- a. Preschool or Head Start _____
- b. Kindergarten (including Transitional/Readiness
Kindergarten and Transitional/pre-1st grade) _____
- c. First grade _____
- d. Second through fifth grade _____
- e. Sixth grade or higher _____
- f. English as a Second Language (ESL) program _____
- g. Bilingual education program _____
- h. Dual language program _____
- i. Special education program _____
- j. Physical education program _____
- k. Art or music program _____

17. Counting this school year, how many years have you taught in your current school including part-time teaching? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).

_____ Years

18. Counting this school year, how many years have you been a schoolteacher?

YEARS

I9. What is the highest level of education you have completed? CIRCLE ONLY ONE NUMBER.

- High school diploma or GED..... 1
- Associate's degree 2
- Bachelor's 3
- At least one year of course work beyond a Bachelor's but not a graduate degree 4
- Master's 5
- Education specialist or professional diploma based on at least one year of course work past a Master's degree level..... 6
- Doctorate 7

New item
Source: SASS

I10. What is the name of the college or university where you earned your highest degree?

I10a. In what city and state is it located?

State _____

City _____

I11. If you have an associate's or bachelor's degree, indicate your undergraduate major field of study.

	<u>Yes</u>	<u>No</u>
a. Early Childhood Education	1	2
b. Elementary Education.....	1	2
c. Special Education	1	2
d. Other Education-related Major (such as secondary ed., ed. psych., administration, music education, etc.)	1	2
e. Non-Education Major (such as history, English, etc.)	1	2

112. If you have a graduate degree, indicate the major field of study of your highest level graduate degree.

	<u>Yes</u>	<u>No</u>
a. Early Childhood Education	1	2
b. Elementary Education.....	1	2
c. Special Education	1	2
d. Other Education-related Major (such as secondary ed., ed. psych., administration, music education, etc.)	1	2
e. Non-Education Major (such as history, English, etc.)	1	2

113. Have you ever had a class in the following areas? CIRCLE ONE NUMBER ON EACH LINE.

	<u>YES</u>	<u>NO</u>
a. Early childhood education	1	2
b. Elementary education	1	2
c. Special education	1	2
d. English as a Second Language (ESL) or teaching English language learners.....	1	2
e. Child development	1	2
f. Methods of teaching reading/ language arts	1	2
g. Methods of teaching mathematics	1	2
h. Methods of teaching science	1	2
i. Classroom management.....	1	2

New item

Source: Schools and Staffing Survey (SASS)

114. Which of the following describes the teaching certificate you currently hold in THIS state?
CIRCLE ONLY ONE NUMBER.

Regular or standard state certificate or advanced professional certificate.....	1
Certificate issued after satisfying all requirements except the completion of a probationary period.....	2
Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained.....	3
Certificate issued to persons who must complete a certification program in order to continue teaching.....	4
I do not hold any of the above certifications in THIS state. (SKIP TO ___).....	5

115. In what areas are you certified? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	<u>No</u>
a. Elementary education	1	2
b. Early childhood	1	2
c. Special Education	1	2
d. ELL or ESL	1	2
e. Other (PLEASE SPECIFY): _____	1	2

New Item
Source: Schools and Staffing Survey (SASS)

116. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrated competency in the subject area(s) taught. The HQT requirement is a provision under *No Child Left Behind (NCLB)*.)

- Yes..... 1
- No 2
- I don't know..... 3

117. Date questionnaire completed: _____/_____/_____
MM DD YY

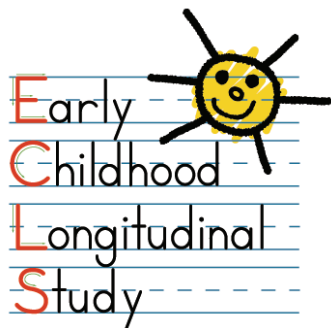
NEW ITEM FOR TEACHER QUESTIONNAIRE, PART B

How much time per day would you estimate that you spend in managing your classroom and handling disruptive behavior?

How Much Time <u>Per Day</u>							
	Less than ½ hour a day	½ hour to 1 hour a day	1 to ½ hours per day	1 ½ to 2 hours per day	2 to 2 ½ hours a day	2 ½ hours to 3 hours a day	More than 3 hours a day
Classroom management and student behavior issues	1	2	3	4	5	6	7

Appendix C.2

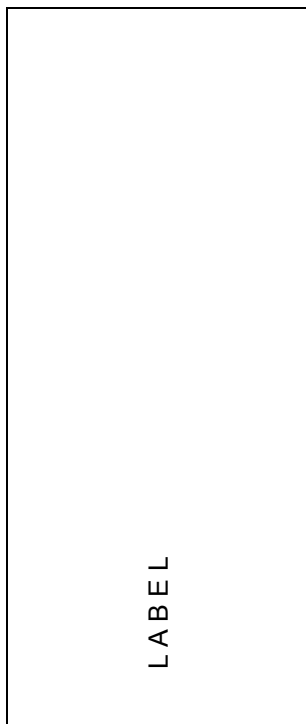
Teacher Questionnaire B



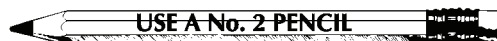
Teacher Questionnaire - B

Prepared for the U.S. Department of Education
National Center for Education Statistics by:

Westat
1650 Research Boulevard
Rockville, Maryland 20850



Use a #2 pencil to complete this questionnaire.



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. Approval expires 01/31/2009. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006-5650.

The collection of information in this survey is authorized by Public Law 107-279 Education Sciences Reform Act of 2002, Title I, Part C, Sec. 151(b) and Sec. 153(a). Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (PL 107-279, Title I, Part C, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

TO COME

**TEACHER QUESTIONNAIRE
PART C**

ACADEMIC RATING SCALE

Note: The initial sections of this questionnaire (Part C of the Teacher Questionnaire) focus on specific academic skills. The kindergarten items are shown first, followed by items for Grades 1 and 2.

Note: This item is used to ascertain if the responding teacher is familiar with the child's performance in different subject areas.

1. Are you the child's primary teacher in language and literacy?
Alternative wording: Are you the teacher most knowledgeable about this child's progress in this subject area?
 - 1a. If you are **not** the child's primary teacher in this subject area, please do one of the following:
 - a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 - b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.
 1. I consulted with someone else to complete this scale
 2. I am unable to consult with a person knowledgeable about this subject area, so I am skipping it

SECTION A: LANGUAGE AND LITERACY (KINDERGARTEN ITEMS)

USING THE ENGLISH LANGUAGE, THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
A1. Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"	1	2	3	4	5	N/A
A2. Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	1	2	3	4	5	N/A
A3. Easily and quickly names all upper- and lower-case letters of the alphabet	1	2	3	4	5	N/A
A4. Produces rhyming words – for example, says a word that rhymes with "chip," "shop," "drink," – or "light."	1	2	3	4	5	N/A
A5. Predicts what will happen next in stories by using the pictures and storyline for clues.	1	2	3	4	5	N/A
A6. Reads simple books independently – for example, reads books with a repetitive language pattern	1	2	3	4	5	N/A
A7. Demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt" for the word "heart"), to convey words and ideas.	1	2	3	4	5	N/A
A8. Demonstrates an understanding of some of the conventions of print – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence	1	2	3	4	5	N/A
A9. Uses the computer for a variety of purposes – for example, by drawing a picture, or counting objects, or typing numbers, letters, or words	1	2	3	4	5	N/A

1. Are you the teacher most knowledgeable about this child's progress in this general knowledge?
 - 1a. If you are **not** the child's primary teacher in this subject area, please do one of the following:
 - a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 - b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.
 1. I consulted with someone else to complete this scale
 2. I am unable to consult with a person knowledgeable about this subject area, so I am skipping it

SECTION B: GENERAL KNOWLEDGE (KINDERGARTEN ITEMS)

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
B1. Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat	1	2	3	4	5	N/A
B2. Understands what people do who have different kinds of jobs – for example, knowing that people use different tools, equipment, and machinery in their jobs (farmers, doctors, dentists, etc.), or that most jobs require special training	1	2	3	4	5	N/A
B3. Uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added.	1	2	3	4	5	N/A
B4. Forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope.	1	2	3	4	5	N/A
B5. Classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals."	1	2	3	4	5	N/A

1. Are you the child's primary teacher in mathematics?
Alternative wording: Are you the teacher most knowledgeable about this child's progress in this subject area?
- 1a. If you are **not** the child's primary teacher in this subject area, please do one of the following:
 - a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 - b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.
1. I consulted with someone else to complete this scale
2. I am unable to consult with a person knowledgeable about this subject area, so I am skipping it

SECTION C: MATHEMATICAL THINKING (KINDERGARTEN ITEMS)

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
C1. Sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	1	2	3	4	5	N/A
C2. Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest	1	2	3	4	5	N/A
C3. Shows an understanding of the relationship between quantities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks.....	1	2	3	4	5	N/A
C4. Solves problems involving numbers using concrete objects – for example "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?" ..	1	2	3	4	5	N/A
C5. Demonstrates an understanding of graphing activities – for example, by adding a cube or coloring on a graph of "How we get to school" using yellow for "riding the bus," white for "riding in a car," and blue for "walking."	1	2	3	4	5	N/A
C6. Uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects.....	1	2	3	4	5	N/A
C7. Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem....	1	2	3	4	5	N/A
C8. Demonstrates an understanding of fractions such as $\frac{1}{4}$ and $\frac{1}{2}$, for example, by coloring one-half of a circle	1	2	3	4	5	N/A

SECTION D. SPECIFIC ACADEMIC SKILLS – FIRST GRADE

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable (alternative category label. Skill not yet taught)
D1. Language and Literacy						
a. Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion	1	2	3	4	5	N/A
b. Understands and interprets a story or other text read to him/her – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did	1	2	3	4	5	N/A
c. Reads words with regular vowel sounds – for example, reads "coat", "junk", "lent", "chimp", "halt", or "bite."	1	2	3	4	5	N/A
d. Reads words with irregular vowel sounds – for example, reads "through," "point," "enough," or "shower."	1	2	3	4	5	N/A
e. Reads first grade books independently with comprehension – for example, reads most words correctly and answers questions about what was read, make predictions while reading, and retells story after reading	1	2	3	4	5	N/A
f. Reads first grade books fluently – for example, easily reads words in meaningful phrases rather than reading word by word	1	2	3	4	5	N/A
g. Composes a story with a clear beginning, middle, and end	1	2	3	4	5	N/A
h. Demonstrates an understanding of some of the conventions of print – for example, appropriately using question marks, exclamation points, and quotation marks ...	1	2	3	4	5	N/A
i. Uses the computer for a variety of purposes – for example by writing a page for a class book, or looking up information on a topic of interest, or solving math problems, or recording a scientific observation	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label) Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
D2. General Knowledge						
a. Identifies similarities and differences in group habits and living patterns – for example, compares and contrasts customs and traditions (forms of transportation, clothing, food, housing, holidays) in different groups or cultures.....	1	2	3	4	5	N/A
b. Recognizes some ways in which people rely on each other for goods and services – for example, by making a list of all the jobs involved in getting milk to the supermarket, or writing stories or research reports based on interviews with community workers.....	1	2	3	4	5	N/A
c. Shows a beginning understanding that maps represent actual places – for example, by making maps of his/her classroom, bedroom, or school and labeling them, or locating where a parent was born on a world map or globe	1	2	3	4	5	N/A
d. Makes logical predictions when pursuing scientific investigations – for example, looking closely at a group of objects before predicting if they are magnetic or not	1	2	3	4	5	N/A
e. Forms explanations and conclusions based on observation and investigation – for example, by explaining the best growing conditions for a plant after investigating with light and water, or concluding that earthworms come out of the soil because it's raining after paying attention to the sidewalks on a rainy day ...	1	2	3	4	5	N/A
f. Classifies and compares living and non-living things in different ways – for example, by classifying vegetables that grow above or below the ground, or classifying different sounds as either low pitch or high pitch, or measuring objects and classifying them by size or weight	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
D3. Mathematical Thinking						
a. Demonstrates an understanding of place value – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25	1	2	3	4	5	N/A
b. Models, reads, writes, and compares whole numbers – for example, recognizing that 30 is the same quantity if it is 30 rabbits or 30 tallies or 15 + 15 red dots, or describing that the number 25 is smaller than 4	1	2	3	4	5	N/A
c. Counts change with two different types of coins – for example, two quarters and a nickel, or three dimes and two pennies	1	2	3	4	5	N/A
d. Surveys, collects, and organizes data into simple graphs – for example, making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type	1	2	3	4	5	N/A
e. Makes reasonable estimates of quantities – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100	1	2	3	4	5	N/A
f. Measures to the nearest whole number using common instruments – for example, rulers, or tape measures, or thermometers, or scales	1	2	3	4	5	N/A
g. Uses a variety of strategies to solve math problems – for example, using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others	1	2	3	4	5	N/A
h. New item: Demonstrates an understanding of fractions such as $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ - for example, by coloring one-third of a set of marbles. (include a grade-appropriate example here)	1	2	3	4	5	N/A

SECTION E. SPECIFIC ACADEMIC SKILLS – SECOND/THIRD GRADE

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E1. Language and literacy (with third-grade examples)						
a. Conveys ideas clearly when speaking – for example, presents a well-organized oral report, or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmate’s concerns	1	2	3	4	5	N/A
b. Uses various strategies to gain information – for example, uses the index or table of contents to locate information, or uses encyclopedias or other reference books/media to learn about a topic	1	2	3	4	5	N/A
c. Reads fluently – for example, easily reads words as part of meaningful phrases rather than word by word including words with three or more syllables, such as rambunctious, residential, genuinely, and pneumonia.....	1	2	3	4	5	N/A
d. Reads third grade books (fiction) independently with comprehension – for example, relates why something happened in a story, or identifies emotions of characters in a story, or identifies a turning point in the story	1	2	3	4	5	N/A
e. Reads and comprehends expository text – for example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a children’s news story about pollution, identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection	1	2	3	4	5	N/A
f. Composes multi-paragraph stories/reports– for example, writes a report by developing and following an outline, or writes stories with a clear plot and distinct characters	1	2	3	4	5	N/A

THIS CHILD ...

CIRCLE ONE FOR EACH ITEM						
	Not Yet	Beginning	In Progress	Intermediat e	Proficient	Not Applicable (<i>alternative category label!</i> <i>Skill not yet taught</i>)
Language and literacy (with third-grade examples) (continued)						
g. Rereads and reflects on writing, making changes to clarify or elaborate – for example, adds more adjectives and description, or includes additional details to increase clarity, or combines choppy sentences	1	2	3	4	5	N/A
h. Makes mechanical corrections when reviewing a rough draft – for example, rereads a story and adds omitted words, or correct spelling and capitalization errors, or adds end punctuation when necessary	1	2	3	4	5	N/A
i. Uses the computer for a variety of purposes – for example, to write reports or stories formatting them correctly, or to use a database to retrieve information	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E2. Mathematical thinking (with third-grade examples)						
a. Creates and extends patterns – for example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3... or +5, -3, +5, -3,...) or creates a complex visual pattern (aabc)	1	2	3	4	5	N/A
b. Uses a variety of strategies to solve math problems – for example, adds 100 and then subtracts 4 when doing the mental math problem 467+96, or writes the algorithms or equations needed to solve a word problem, or orders steps sequentially in a multistep problem	1	2	3	4	5	N/A
c. Recognizes properties of shapes and relationships among shapes – for example, recognizes that rectangles are composed of two right triangles, or demonstrates congruence by copying the exact size and shape of a pentagon onto a geoboard	1	2	3	4	5	N/A
d. Uses measuring tools accurately – for example, measures with rulers to the quarter-inch, or measures liquids to the nearest milliliter	1	2	3	4	5	N/A
e. Shows understanding of place value with whole numbers – for example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting.....	1	2	3	4	5	N/A
f. Makes reasonable estimates of quantities and checks answers – for example, estimates the cost of a list of 8 different items and compares to actual cost, or estimates the perimeter of a bulletin board and then checks with a yardstick.....	1	2	3	4	5	N/A
g. Surveys, collects, and organizes data into simple graphs – for example, charts temperature changes over time, or makes a bar or line graph comparing the population in different cities of their state, or interprets a pictograph in which each symbol represents 5 people	1	2	3	4	5	N/A

THIS CHILD ...

CIRCLE ONE FOR EACH ITEM						
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable (alternative category label Skill not yet taught)
Mathematical thinking (with third-grade examples) (continued)						
h. Models, reads, writes, and compares fractions – for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of a set of 12 is 3	1	2	3	4	5	N/A
i. Divides a 3 digit number by a 1 digit number – for example, $348 \div 4$ or $228 \div 6$	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E3. Science skills and knowledge (with third-grade examples)						
a. Makes logical predictions when conducting scientific investigations – for example, predicts that water will heat faster in the sun in a black cup than in a white cup, or predicts that the plants on the south side of the building will grow more quickly than the ones on the north side.....	1	2	3	4	5	N/A
b. Communicates scientific information – for example, documents predictions, observations, and conclusions when doing an investigation, or makes diagrams of closed and open circuits, or makes line graphs of the height of plants over time	1	2	3	4	5	N/A
c. Classifies and compares living and non-living things in different ways – for example, compares plant and animal needs, or sorts substances according to whether they dissolve in water, or sorts rocks by hardness and brittleness.....	1	2	3	4	5	N/A
d. Forms explanations and conclusions based on observation and investigation – for example, explains why one boat floats and another does not, or concludes that the candle stays lit longer under the larger jar because there is more oxygen available, or explains how many layers of clothing provide insulation against heat loss	1	2	3	4	5	N/A
e. Demonstrates understanding of physical science concepts – for example, explains that friction slows a block going down an inclined plane, or identifies the state of matter (solids, liquids, gases) of different substances, or identifies simple machines that help lift heavy objects	1	2	3	4	5	N/A

THIS CHILD ...

CIRCLE ONE FOR EACH ITEM						
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable (alternative category label Skill not yet taught)
E3. Science skills and knowledge (with third-grade examples) (continued)						
f. Demonstrates understanding of life science concepts – for example, describes some characteristics that are inherited, or draws a diagram of a food chain, or explains the functions of parts of a plant, or categorizes foods according to the groups on the food pyramid.....	1	2	3	4	5	N/A
g. Demonstrates understanding of earth and space science concepts – for example, explains why we have seasons, or labels condensation and evaporation on a diagram of the water cycle, or describes the difference between a planet and a moon.....	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E4. Social studies skills and knowledge (with third-grade examples) (continued)						
a. Identifies similarities and differences in habits and living patterns between him/herself and other groups of people – for example, makes a mural representing the lifestyles of Native Americans long ago and today, or contrasts colonial life in the 1700s with U.S. life in current times	1	2	3	4	5	N/A
b. Shows understanding of the purpose and structure of government functions (basic rights and responsibilities of a democratic government) – for example, by choosing one of the rights listed in the Bill of Rights and explaining how someone could be restricted if they did not have this right, or by outlining the major responsibilities of the President or Governor	1	2	3	4	5	N/A
c. Demonstrates understanding of the ways in which the past influences the present – for example, describes the contributions of significant Americans such as Hamilton, Franklin, M.L. King, or describes the impact of technology, such as the cotton gin or the automobile, on life in America	1	2	3	4	5	N/A
d. Recognizes the reciprocal influence of environment on people – for example, explains why people might settle in cities, or explains how crops and housing in different regions of the country are influenced by the climate and terrain of their environment, or explains the importance of major rivers	1	2	3	4	5	N/A
e. Knows how to use maps and globes to locate and derive information – for example, locates their own state in relation to the U.S. and the rest of the world, or uses grids to locate cities, or reads map legends, or identifies differences between political boundaries and physical boundaries on maps and globes	1	2	3	4	5	N/A
f. Demonstrates understanding of the U.S. economic system – for example, explains the basic functions of banks, or describes how scarcity affects price, or explains the effects of supply and demand, or distinguishes between goods and services	1	2	3	4	5	N/A

Social Skills

- E5. Twenty-four items ask teachers to rate children in their classroom on social skills (including their ability to exercise self-control, interact with others, resolve conflict, and participate in group activities); problem behaviors (e.g., fighting, bullying, arguing, anger, depression, low self-esteem, impulsiveness, etc.); and learning dispositions (e.g., curiosity, self-direction, and inventiveness). The items are not listed as they are copyright protected.

New item

Source: Behavioral Regulation subscales from the Behavior Rating Inventory of Executive Function (BRIEF; Gioia, Isquith, Guy, & Kenworthy, (2000)

- E6. Twenty-eight items from the BRIEF ask teachers to assess executive functioning of the children in their classroom, such as inhibition, shifting and flexibility, and emotional control. The items are not listed as they are copyright protected.

SECTION F. STUDENT INFORMATION

F1. In which grade is this child enrolled?

- Kindergarten 1
- First grade 2
- This is an ungraded classroom 3
- Second grade 4

F2. In what type of kindergarten program is this child enrolled?

- Full-day program..... 1
- Morning part-day program 2
- Afternoon part-day program..... 3

F3. Was this child retained in grade at the end of the (2009-2010) 2010-2011 school year?

- Yes..... 1
- No 2

F4. How long has this child been in your classroom this school year?

- Entire school year 1
- More than one semester but less than the entire school year 2
- More than one quarter but less than one semester 3
- Less than one quarter of the school year 4

F5. Please record the total number of absences for this child for the current school year.

- No absences 1
- 1 – 4 absences 2
- 5 – 7 absences 3
- 7-10 absences 4
- More than 10 absences 5

F6. Has this child ever fallen two or more weeks behind in school work this year? CIRCLE ONE NUMBER.

- Yes..... 1
- No 2

F7. Why has this child fallen behind in school work?

	<u>Yes</u>	<u>No</u>
a) A health problem	1	2
b) A disciplinary problem	1	2
c) Lack of effort	1	2
d) Disorganized.....	1	2
e) Lacks pre-requisite skills	1	2
f) Some other reason (please specify)_____	1	2

F8. Does this child receive instruction in any of the following types of programs in your school?
CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Individual tutoring program in reading.....	1	2
b. Pull-out small group program in reading	1	2
c. Individual tutoring program in mathematics	1	2
d. Pull-out small group program in mathematics.....	1	2
e. Gifted and talented program in reading	1	2
f. Gifted and talented program in mathematics	1	2
g. Program for children with behavioral or emotional problems.	1	2
h. Pull-out speech-language therapy for children with speech or language disorders/impairments.....	1	2
i. Special education program (do not include speech therapy).....	1	2

New subitem f from the Longitudinal Study of NCLB

F9. Did this child participate in any of the following federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Offered</u>
a. Title I reading	1	2	3
b. Title I math	1	2	3
c. Title I English/language arts.....	1	2	3
d. Title I combined reading/English/language arts.....	1	2	3
e. Title I ELL/Bilingual	1	2	3
f. Title I extended-time or after-school program			
g. Title I (PLEASE SPECIFY):	1	2	3

F10. Does this child receive (or has he/she received during the past year) instruction and/or related services in any of the following types of programs in your school **outside of the regular school day**? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Provided</u>
a. Instruction or services before school	01	02	03
b. Instruction or services after school	01	02	03
c. Instruction or services on weekends	01	02	03
d. Summer program during the summer of 200__	01	02	03

F11. Does the student have a first language other than English?

Alternative question stem: "Is English this child's native language?"

YES	1
NO	2 (Go to ____)

F12. Does this child receive instruction in any of the following types of programs in your school? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency)	1	2
b. In-class English as a Second Language (ESL) program	1	2

F13. How often AND how much time does this child usually receive ESL or ELL program instruction, whether as a whole class, in small groups, or in individualized arrangements?

F13a. How many days?

Never	1
Less than one day a week	2
1 day a week	3
2 days a week	4
3 days a week	5
4 days a week	6
5 days a week	7

F13b. How much time per day (on the days this is done)

Less than 1/2 an hour a day	1
1/2 an hour to 1 hour	2
1 to 1 1/2 hours	3
1 1/2 to 2 hours	4
2 to 2 1/2 hours	5
2 1/2 to 3 hours	6
More than 3 hours	7

F14. During this school year, what percentage of this child's **academic instruction** is provided in his/her native language?

- None of the time 1
- Less than half of the time..... 2
- Half of the time..... 3
- More than half of the time 4
- Almost all the time 5

F15. How much time per day do you and any other teacher or aide speak any non-English language in each of your classes?

- 1 - 15 minutes 1
- 16 - 30 minutes 2
- 31 - 60 minutes 3
- More than 60 minutes 4

F16. Does this child have an IEP/IFSP on record with the school?

- Yes..... 1
- No 2

F17. To what extent did this child participate in any grade-level assessment administered as part of the school's testing program during the current school year?

- Child did not participate in the school's testing or assessment program 1
- Child participated in the school's testing or assessment program to a limited degree 2
- Child participated fully in the school's testing or assessment program 3
- There are no schoolwide assessments at this grade level 4
- Don't know 5

F18. Did this child receive special accommodations (e.g., for a disability or limited-English proficiency) to participate in the school's testing or assessment program?

- Yes..... 1
- No 2
- Don't know 3

F19. On average how often do you meet with school staff (i.e., administrators, other teachers, specialists, counselors) to discuss this child's program and progress?

- Several times a week..... 1
- Several times a month 2
- Once a month 3
- A few times over the school year 4
- Once 5
- Never 6

F20. During *structured* play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

- A lot less active than most 01
- A little less active than most 02
- About the same as most 03
- A little more active than most 04
- A lot more active than most 05

F21. During *unstructured* play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

- A lot less active than most 01
- A little less active than most 02
- About the same as most 03
- A little more active than most 04
- A lot more active than most 05

F22. Are you this child's primary teacher in the following subject areas? IF NO, PLEASE WRITE THE NAME OF THE CHILD'S TEACHER FOR THIS SUBJECT ON THE LINE PROVIDED.

	Yes	No	Teacher name
Reading/ language arts	01	02	_____
Mathematics	01	02	_____
Science	01	02	_____
Social studies	01	02	_____

F23. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy skills	1	2	3	4	5
b. Science and social studies	1	2	3	4	5
c. Mathematical skills	1	2	3	4	5

F24. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy skills	1	2	3	4	5
b. Science	1	2	3	4	5
c. Social studies					
d. Mathematical skills	1	2	3	4	5

F25. How often does this child work to the best of her/his ability? CIRCLE ONLY ONE NUMBER.

- Never 1
- Seldom..... 2
- Usually 3
- Always 4

F26. How many achievement groups in reading do you currently have in this child's class? CIRCLE ONE NUMBER.

- I do not use achievement groups for reading 1 (Go to Q__)
- Two 2
- Three 3
- Four 4
- Five 5

F27. In which reading group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

_____ Achievement Group

F28. Has this child moved to a higher or lower reading achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

- Moved to a higher group 1
- Moved to a lower group 2
- Moved to both higher and lower groups . 3
- Not moved 4

F29. How many achievement groups in mathematics do you currently have in this child's class? CIRCLE ONE NUMBER.

- I do not use achievement groups for reading 1 (Go to Q__)
- Two 2
- Three 3
- Four 4
- Five 5

F30. In which mathematics group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

_____ Achievement Group

F31. Has this child moved to a higher or lower mathematics achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

- Moved to a higher group 1
- Moved to a lower group 2
- Moved to both higher and lower groups . 3
- Not moved 4

F32. During this school year, have this child's parents/guardians participated in the following activities?
CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Applicable/ Not Offered</u>
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	1	2	3
c. Returned your telephone calls	1	2	3
d. Initiated contact with you.....	1	2	3
e. Volunteered to help in your classroom or school.....	1	2	3

F33. During this school year, have this child's parents/guardians done the following?

	<u>Yes</u>	<u>No</u>	<u>Not Applicable/ Not Offered</u>
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Contacted you about the child's school experiences outside of regularly scheduled conferences	1	2	3
c. Volunteered to help in your classroom or school	1	2	3

F34. During this school year, besides regular teacher conferences, have you communicated with this child's parents? CIRCLE ONE NUMBER.

- Yes..... 01 (GO TO 13)
No 02

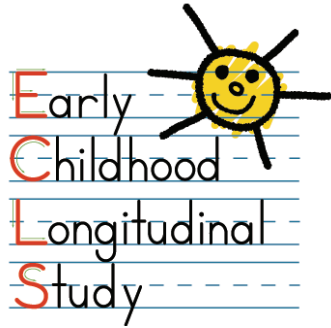
F35. Was the purpose to discuss ... CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
<u>Behavior</u> problems the child is having in school?	1	2
Any problems the child is having with <u>school work</u> ?	1	2
Anything the child is doing particularly well in or better in at school?.....	1	2
Or, something else?	1	2

F36. When you assign homework for this class, how often does this child complete it?

- Homework not assigned 1
Never 2
Rarely 3
Some of the time..... 4
Most of the time 5
All of the time 6

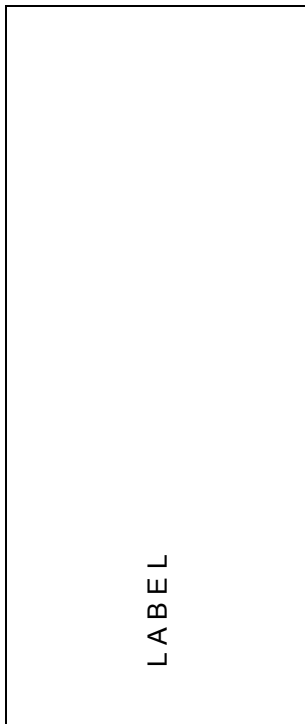
Appendix C.3
Teacher Questionnaire



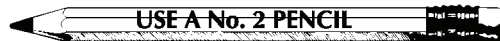
Teacher Questionnaire - C

Prepared for the U.S. Department of Education
National Center for Education Statistics by:

Westat
1650 Research Boulevard
Rockville, Maryland 20850



Use a #2 pencil to complete this questionnaire.



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. Approval expires 01/31/2009. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006-5650.

The collection of information in this survey is authorized by Public Law 107-279 Education Sciences Reform Act of 2002, Title I, Part C, Sec. 151(b) and Sec. 153(a). Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (PL 107-279, Title I, Part C, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

ACADEMIC RATING SCALE

Note: The initial sections of this questionnaire (Part C of the Teacher Questionnaire) focus on specific academic skills. The kindergarten items are shown first, followed by items for Grades 1 and 2.

Note: This item is used to ascertain if the responding teacher is familiar with the child's performance in different subject areas.

1. Are you the child's primary teacher in language and literacy?
Alternative wording: Are you the teacher most knowledgeable about this child's progress in this subject area?
 - 1a. If you are **not** the child's primary teacher in this subject area, please do one of the following:
 - a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 - b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.
 1. I consulted with someone else to complete this scale
 2. I am unable to consult with a person knowledgeable about this subject area, so I am skipping it

SECTION A: LANGUAGE AND LITERACY (KINDERGARTEN ITEMS)

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
A1. Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"	1	2	3	4	5	N/A
A2. Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	1	2	3	4	5	N/A
A3. Easily and quickly names all upper- and lower-case letters of the alphabet	1	2	3	4	5	N/A
A4. Produces rhyming words – for example, says a word that rhymes with "chip," "shop," "drink," – or "light."	1	2	3	4	5	N/A
A5. Predicts what will happen next in stories by using the pictures and storyline for clues.	1	2	3	4	5	N/A
A6. Reads simple books independently – for example, reads books with a repetitive language pattern	1	2	3	4	5	N/A
A7. Demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt" for the word "heart"), to convey words and ideas.	1	2	3	4	5	N/A
A8. Demonstrates an understanding of some of the conventions of print – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence	1	2	3	4	5	N/A
A9. Uses the computer for a variety of purposes – for example, by drawing a picture, or counting objects, or typing numbers, letters, or words	1	2	3	4	5	N/A

1. Are you the teacher most knowledgeable about this child's progress in this general knowledge?
 - 1a. If you are **not** the child's primary teacher in this subject area, please do one of the following:
 - a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 - b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.
 1. I consulted with someone else to complete this scale
 2. I am unable to consult with a person knowledgeable about this subject area, so I am skipping it

SECTION B: GENERAL KNOWLEDGE (KINDERGARTEN ITEMS)

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
B1. Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat	1	2	3	4	5	N/A
B2. Understands what people do who have different kinds of jobs – for example, knowing that people use different tools, equipment, and machinery in their jobs (farmers, doctors, dentists, etc.), or that most jobs require special training	1	2	3	4	5	N/A
B3. Uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added.	1	2	3	4	5	N/A
B4. Forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope.	1	2	3	4	5	N/A
B5. Classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals."	1	2	3	4	5	N/A

1. Are you the child's primary teacher in mathematics?
Alternative wording: Are you the teacher most knowledgeable about this child's progress in this subject area?

1a. If you are **not** the child's primary teacher in this subject area, please do one of the following:

a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.

b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.

1. I consulted with someone else to complete this scale

2. I am unable to consult with a person knowledgeable about this subject area, so I am skipping it

SECTION C: MATHEMATICAL THINKING (KINDERGARTEN ITEMS)

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
C1. Sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	1	2	3	4	5	N/A
C2. Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest	1	2	3	4	5	N/A
C3. Shows an understanding of the relationship between quantities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks.....	1	2	3	4	5	N/A
C4. Solves problems involving numbers using concrete objects – for example "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?" ..	1	2	3	4	5	N/A
C5. Demonstrates an understanding of graphing activities – for example, by adding a cube or coloring on a graph of "How we get to school" using yellow for "riding the bus," white for "riding in a car," and blue for "walking."	1	2	3	4	5	N/A
C6. Uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects.....	1	2	3	4	5	N/A
C7. Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem....	1	2	3	4	5	N/A
C8. Demonstrates an understanding of fractions such as $\frac{1}{4}$ and $\frac{1}{2}$, for example, by coloring one-half of a circle	1	2	3	4	5	N/A

SECTION D. SPECIFIC ACADEMIC SKILLS – FIRST GRADE

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
D1. Language and Literacy						
a. Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion	1	2	3	4	5	N/A
b. Understands and interprets a story or other text read to him/her – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did	1	2	3	4	5	N/A
c. Reads words with regular vowel sounds – for example, reads "coat", "junk", "lent", "chimp", "halt", or "bite."	1	2	3	4	5	N/A
d. Reads words with irregular vowel sounds – for example, reads "through," "point," "enough," or "shower."	1	2	3	4	5	N/A
e. Reads first grade books independently with comprehension – for example, reads most words correctly and answers questions about what was read, make predictions while reading, and retells story after reading	1	2	3	4	5	N/A
f. Reads first grade books fluently – for example, easily reads words in meaningful phrases rather than reading word by word	1	2	3	4	5	N/A
g. Composes a story with a clear beginning, middle, and end	1	2	3	4	5	N/A
h. Demonstrates an understanding of some of the conventions of print – for example, appropriately using question marks, exclamation points, and quotation marks ...	1	2	3	4	5	N/A
i. Uses the computer for a variety of purposes – for example by writing a page for a class book, or looking up information on a topic of interest, or solving math problems, or recording a scientific observation	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label) Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
D2. General Knowledge						
a. Identifies similarities and differences in group habits and living patterns – for example, compares and contrasts customs and traditions (forms of transportation, clothing, food, housing, holidays) in different groups or cultures.....	1	2	3	4	5	N/A
b. Recognizes some ways in which people rely on each other for goods and services – for example, by making a list of all the jobs involved in getting milk to the supermarket, or writing stories or research reports based on interviews with community workers.....	1	2	3	4	5	N/A
c. Shows a beginning understanding that maps represent actual places – for example, by making maps of his/her classroom, bedroom, or school and labeling them, or locating where a parent was born on a world map or globe	1	2	3	4	5	N/A
d. Makes logical predictions when pursuing scientific investigations – for example, looking closely at a group of objects before predicting if they are magnetic or not	1	2	3	4	5	N/A
e. Forms explanations and conclusions based on observation and investigation – for example, by explaining the best growing conditions for a plant after investigating with light and water, or concluding that earthworms come out of the soil because it's raining after paying attention to the sidewalks on a rainy day ...	1	2	3	4	5	N/A
f. Classifies and compares living and non-living things in different ways – for example, by classifying vegetables that grow above or below the ground, or classifying different sounds as either low pitch or high pitch, or measuring objects and classifying them by size or weight	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
D3. Mathematical Thinking						
a. Demonstrates an understanding of place value – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25	1	2	3	4	5	N/A
b. Models, reads, writes, and compares whole numbers – for example, recognizing that 30 is the same quantity if it is 30 rabbits or 30 tallies or 15 + 15 red dots, or describing that the number 25 is smaller than 4	1	2	3	4	5	N/A
c. Counts change with two different types of coins – for example, two quarters and a nickel, or three dimes and two pennies	1	2	3	4	5	N/A
d. Surveys, collects, and organizes data into simple graphs – for example, making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type	1	2	3	4	5	N/A
e. Makes reasonable estimates of quantities – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100	1	2	3	4	5	N/A
f. Measures to the nearest whole number using common instruments – for example, rulers, or tape measures, or thermometers, or scales	1	2	3	4	5	N/A
g. Uses a variety of strategies to solve math problems – for example, using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others	1	2	3	4	5	N/A
h. New item: Demonstrates an understanding of fractions such as $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ - for example, by coloring one-third of a set of marbles. (include a grade-appropriate example here)	1	2	3	4	5	N/A

SECTION E. SPECIFIC ACADEMIC SKILLS – SECOND/THIRD GRADE

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E1. Language and literacy (with third-grade examples)						
a. Conveys ideas clearly when speaking – for example, presents a well-organized oral report, or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmate’s concerns	1	2	3	4	5	N/A
b. Uses various strategies to gain information – for example, uses the index or table of contents to locate information, or uses encyclopedias or other reference books/media to learn about a topic	1	2	3	4	5	N/A
c. Reads fluently – for example, easily reads words as part of meaningful phrases rather than word by word including words with three or more syllables, such as rambunctious, residential, genuinely, and pneumonia.....	1	2	3	4	5	N/A
d. Reads third grade books (fiction) independently with comprehension – for example, relates why something happened in a story, or identifies emotions of characters in a story, or identifies a turning point in the story	1	2	3	4	5	N/A
e. Reads and comprehends expository text – for example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a children’s news story about pollution, identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection	1	2	3	4	5	N/A
f. Composes multi-paragraph stories/reports– for example, writes a report by developing and following an outline, or writes stories with a clear plot and distinct characters	1	2	3	4	5	N/A

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					Not Applicable (<i>alternative category label!</i> <i>Skill not yet taught</i>)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
Language and literacy (with third-grade examples) (continued)						
g. Rereads and reflects on writing, making changes to clarify or elaborate – for example, adds more adjectives and description, or includes additional details to increase clarity, or combines choppy sentences	1	2	3	4	5	N/A
h. Makes mechanical corrections when reviewing a rough draft – for example, rereads a story and adds omitted words, or correct spelling and capitalization errors, or adds end punctuation when necessary	1	2	3	4	5	N/A
i. Uses the computer for a variety of purposes – for example, to write reports or stories formatting them correctly, or to use a database to retrieve information	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E2. Mathematical thinking (with third-grade examples)						
a. Creates and extends patterns – for example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3... or +5, -3, +5, -3,...) or creates a complex visual pattern (aabc)	1	2	3	4	5	N/A
b. Uses a variety of strategies to solve math problems – for example, adds 100 and then subtracts 4 when doing the mental math problem 467+96, or writes the algorithms or equations needed to solve a word problem, or orders steps sequentially in a multistep problem	1	2	3	4	5	N/A
c. Recognizes properties of shapes and relationships among shapes – for example, recognizes that rectangles are composed of two right triangles, or demonstrates congruence by copying the exact size and shape of a pentagon onto a geoboard	1	2	3	4	5	N/A
d. Uses measuring tools accurately – for example, measures with rulers to the quarter-inch, or measures liquids to the nearest milliliter	1	2	3	4	5	N/A
e. Shows understanding of place value with whole numbers – for example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting.....	1	2	3	4	5	N/A
f. Makes reasonable estimates of quantities and checks answers – for example, estimates the cost of a list of 8 different items and compares to actual cost, or estimates the perimeter of a bulletin board and then checks with a yardstick.....	1	2	3	4	5	N/A
g. Surveys, collects, and organizes data into simple graphs – for example, charts temperature changes over time, or makes a bar or line graph comparing the population in different cities of their state, or interprets a pictograph in which each symbol represents 5 people	1	2	3	4	5	N/A

THIS CHILD ...

CIRCLE ONE FOR EACH ITEM						
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable (alternative category label Skill not yet taught)
Mathematical thinking (with third-grade examples) (continued)						
h. Models, reads, writes, and compares fractions – for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of a set of 12 is 3	1	2	3	4	5	N/A
i. Divides a 3 digit number by a 1 digit number – for example, $348 \div 4$ or $228 \div 6$	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label. Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E3. Science skills and knowledge (with third-grade examples)						
a. Makes logical predictions when conducting scientific investigations – for example, predicts that water will heat faster in the sun in a black cup than in a white cup, or predicts that the plants on the south side of the building will grow more quickly than the ones on the north side.....	1	2	3	4	5	N/A
b. Communicates scientific information – for example, documents predictions, observations, and conclusions when doing an investigation, or makes diagrams of closed and open circuits, or makes line graphs of the height of plants over time	1	2	3	4	5	N/A
c. Classifies and compares living and non-living things in different ways – for example, compares plant and animal needs, or sorts substances according to whether they dissolve in water, or sorts rocks by hardness and brittleness.....	1	2	3	4	5	N/A
d. Forms explanations and conclusions based on observation and investigation – for example, explains why one boat floats and another does not, or concludes that the candle stays lit longer under the larger jar because there is more oxygen available, or explains how many layers of clothing provide insulation against heat loss	1	2	3	4	5	N/A
e. Demonstrates understanding of physical science concepts – for example, explains that friction slows a block going down an inclined plane, or identifies the state of matter (solids, liquids, gases) of different substances, or identifies simple machines that help lift heavy objects	1	2	3	4	5	N/A

THIS CHILD ...

CIRCLE ONE FOR EACH ITEM						
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable (alternative category label Skill not yet taught)
E3. Science skills and knowledge (with third-grade examples) (continued)						
f. Demonstrates understanding of life science concepts – for example, describes some characteristics that are inherited, or draws a diagram of a food chain, or explains the functions of parts of a plant, or categorizes foods according to the groups on the food pyramid.....	1	2	3	4	5	N/A
g. Demonstrates understanding of earth and space science concepts – for example, explains why we have seasons, or labels condensation and evaporation on a diagram of the water cycle, or describes the difference between a planet and a moon.....	1	2	3	4	5	N/A

THIS CHILD ...

	CIRCLE ONE FOR EACH ITEM					Not Applicable (alternative category label Skill not yet taught)
	Not Yet	Beginning	In Progress	Intermediate	Proficient	
E4. Social studies skills and knowledge (with third-grade examples) (continued)						
a. Identifies similarities and differences in habits and living patterns between him/herself and other groups of people – for example, makes a mural representing the lifestyles of Native Americans long ago and today, or contrasts colonial life in the 1700s with U.S. life in current times	1	2	3	4	5	N/A
b. Shows understanding of the purpose and structure of government functions (basic rights and responsibilities of a democratic government) – for example, by choosing one of the rights listed in the Bill of Rights and explaining how someone could be restricted if they did not have this right, or by outlining the major responsibilities of the President or Governor	1	2	3	4	5	N/A
c. Demonstrates understanding of the ways in which the past influences the present – for example, describes the contributions of significant Americans such as Hamilton, Franklin, M.L. King, or describes the impact of technology, such as the cotton gin or the automobile, on life in America	1	2	3	4	5	N/A
d. Recognizes the reciprocal influence of environment on people – for example, explains why people might settle in cities, or explains how crops and housing in different regions of the country are influenced by the climate and terrain of their environment, or explains the importance of major rivers	1	2	3	4	5	N/A
e. Knows how to use maps and globes to locate and derive information – for example, locates their own state in relation to the U.S. and the rest of the world, or uses grids to locate cities, or reads map legends, or identifies differences between political boundaries and physical boundaries on maps and globes	1	2	3	4	5	N/A
f. Demonstrates understanding of the U.S. economic system – for example, explains the basic functions of banks, or describes how scarcity affects price, or explains the effects of supply and demand, or distinguishes between goods and services	1	2	3	4	5	N/A

Social Skills

- E5. Twenty-four items ask teachers to rate children in their classroom on social skills (including their ability to exercise self-control, interact with others, resolve conflict, and participate in group activities); problem behaviors (e.g., fighting, bullying, arguing, anger, depression, low self-esteem, impulsiveness, etc.); and learning dispositions (e.g., curiosity, self-direction, and inventiveness). The items are not listed as they are copyright protected.

New item

Source: Behavioral Regulation subscales from the Behavior Rating Inventory of Executive Function (BRIEF; Gioia, Isquith, Guy, & Kenworthy, (2000)

- E6. Twenty-eight items from the BRIEF ask teachers to assess executive functioning of the children in their classroom, such as inhibition, shifting and flexibility, and emotional control. The items are not listed as they are copyright protected.

SECTION F. STUDENT INFORMATION

F1. In which grade is this child enrolled?

- Kindergarten 1
- First grade 2
- This is an ungraded classroom 3
- Second grade 4

F2. In what type of kindergarten program is this child enrolled?

- Full-day program..... 1
- Morning part-day program 2
- Afternoon part-day program..... 3

F3. Was this child retained in grade at the end of the (2009-2010) 2010-2011 school year?

- Yes..... 1
- No 2

F4. How long has this child been in your classroom this school year?

- Entire school year 1
- More than one semester but less than the entire school year 2
- More than one quarter but less than one semester 3
- Less than one quarter of the school year 4

F5. Please record the total number of absences for this child for the current school year.

- No absences 1
- 1 – 4 absences 2
- 5 – 7 absences 3
- 7-10 absences 4
- More than 10 absences 5

F6. Has this child ever fallen two or more weeks behind in school work this year? CIRCLE ONE NUMBER.

- Yes..... 1
- No 2

F7. Why has this child fallen behind in school work?

- A health problem..... 1
- A disciplinary problem..... 2
- Lack of effort 3
- Disorganized 4
- Lacks pre-requisite skills..... 5
- Some other reason
(please specify)_____ 6

F8. Does this child receive instruction in any of the following types of programs in your school?
CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Individual tutoring program in reading.....	1	2
b. Pull-out small group program in reading	1	2
c. Individual tutoring program in mathematics	1	2
d. Pull-out small group program in mathematics.....	1	2
e. Gifted and talented program in reading	1	2
f. Gifted and talented program in mathematics	1	2
g. Program for children with behavioral or emotional problems.	1	2
h. Pull-out speech-language therapy for children with speech or language disorders/impairments.....	1	2
i. Special education program (do not include speech therapy).....	1	2

New subitem f from the Longitudinal Study of NCLB

F9. Did this child participate in any of the following federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Offered</u>
a. Title I reading	1	2	3
b. Title I math	1	2	3
c. Title I English/language arts.....	1	2	3
d. Title I combined reading/English/language arts	1	2	3
e. Title I ELL/Bilingual	1	2	3
f. Title I extended-time or after-school program			
g. Title I (PLEASE SPECIFY):	1	2	3

F10. Does this child receive (or has he/she received during the past year) instruction and/or related services in any of the following types of programs in your school **outside of the regular school day**? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Provided</u>
a. Instruction or services before school	01	02	03
b. Instruction or services after school	01	02	03
c. Instruction or services on weekends.....	01	02	03
d. Summer program during the summer of 200__	01	02	03

F11. Does the student have a first language other than English?

Alternative question stem: "Is English this child's native language?"

YES..... 1
NO 2 (Go to ____)

F12. Does this child receive instruction in any of the following types of programs in your school?
CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency)	1	2
b. In-class English as a Second Language (ESL) program	1	2

F13. How often AND how much time does this child usually receive ESL or ELL program instruction,
whether as a whole class, in small groups, or in individualized arrangements?

F13a. How many days?

Never 1
Less than one day a week 2
1 day a week..... 3
2 days a week..... 4
3 days a week..... 5
4 days a week..... 6
5 days a week..... 7

F13b. How much time per day (on the days this is done)

Less than 1/2 an hour a day 1
1/2 an hour to 1 hour 2
1 to 1 1/2 hours 3
1 1/2 to 2 hours 4
2 to 2 1/2 hours 5
2 1/2 to 3 hours 6
More than 3 hours 7

F14. During this school year, what percentage of this child's **academic instruction** is provided in his/her native language?

- None of the time 1
- Less than half of the time..... 2
- Half of the time..... 3
- More than half of the time 4
- Almost all the time 5

F15. How much time per day do you and any other teacher or aide speak any non-English language in each of your classes?

- 1 - 15 minutes 1
- 16 - 30 minutes 2
- 31 - 60 minutes 3
- More than 60 minutes 4

F16. Does this child have an IEP/IFSP on record with the school?

- Yes..... 1
- No 2

F17. To what extent did this child participate in any grade-level assessment administered as part of the school's testing program during the current school year?

- Child did not participate in the school's testing or assessment program 1
- Child participated in the school's testing or assessment program to a limited degree 2
- Child participated fully in the school's testing or assessment program 3
- There are no schoolwide assessments at this grade level 4
- Don't know 5

F18. Did this child receive special accommodations (e.g., for a disability or limited-English proficiency) to participate in the school's testing or assessment program?

- Yes..... 1
- No 2
- Don't know 3

F19. On average how often do you meet with school staff (i.e., administrators, other teachers, specialists, counselors) to discuss this child's program and progress?

- Several times a week..... 1
- Several times a month 2
- Once a month 3
- A few times over the school year 4
- Once 5
- Never 6

F20. During *structured* play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

- A lot less active than most 01
- A little less active than most 02
- About the same as most 03
- A little more active than most 04
- A lot more active than most 05

F21. During *unstructured* play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

- A lot less active than most 01
- A little less active than most 02
- About the same as most 03
- A little more active than most 04
- A lot more active than most 05

F22. Are you this child's primary teacher in the following subject areas? IF NO, PLEASE WRITE THE NAME OF THE CHILD'S TEACHER FOR THIS SUBJECT ON THE LINE PROVIDED.

	Yes	No	Teacher name
Reading/ language arts	01	02	_____
Mathematics	01	02	_____
Science	01	02	_____
Social studies	01	02	_____

F23. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy skills	1	2	3	4	5
b. Science and social studies	1	2	3	4	5
c. Mathematical skills	1	2	3	4	5

F24. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy skills	1	2	3	4	5
b. Science	1	2	3	4	5
c. Social studies					
d. Mathematical skills	1	2	3	4	5

F25. How often does this child work to the best of her/his ability? CIRCLE ONLY ONE NUMBER.

- Never 1
- Seldom..... 2
- Usually 3
- Always 4

F26. How many achievement groups in reading do you currently have in this child's class? CIRCLE ONE NUMBER.

- I do not use achievement groups for reading 1 (Go to Q__)
- Two 2
- Three 3
- Four 4
- Five 5

F27. In which reading group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

_____ Achievement Group

F28. Has this child moved to a higher or lower reading achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

- Moved to a higher group 1
- Moved to a lower group 2
- Moved to both higher and lower groups . 3
- Not moved 4

F29. How many achievement groups in mathematics do you currently have in this child's class? CIRCLE ONE NUMBER.

- I do not use achievement groups for reading 1 (Go to Q__)
- Two 2
- Three 3
- Four 4
- Five 5

F30. In which mathematics group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

_____ Achievement Group

F31. Has this child moved to a higher or lower mathematics achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

- Moved to a higher group 1
- Moved to a lower group 2
- Moved to both higher and lower groups . 3
- Not moved 4

F32. During this school year, have this child's parents/guardians participated in the following activities?
CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Applicable/ Not Offered</u>
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	1	2	3
c. Returned your telephone calls	1	2	3
d. Initiated contact with you.....	1	2	3
e. Volunteered to help in your classroom or school.....	1	2	3

F33. During this school year, have this child's parents/guardians done the following?

	<u>Yes</u>	<u>No</u>	<u>Not Applicable/ Not Offered</u>
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Contacted you about the child's school experiences outside of regularly scheduled conferences	1	2	3
c. Volunteered to help in your classroom or school	1	2	3

F34. During this school year, besides regular teacher conferences, have you communicated with this child's parents? CIRCLE ONE NUMBER.

- Yes..... 01 (GO TO 13)
No 02

F35. Was the purpose to discuss ... CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
<u>Behavior</u> problems the child is having in school?	1	2
Any problems the child is having with <u>school work</u> ?	1	2
Anything the child is doing particularly well in or better in at school?.....	1	2
Or, something else?	1	2

F36. When you assign homework for this class, how often does this child complete it?

- Homework not assigned 1
Never 2
Rarely 3
Some of the time..... 4
Most of the time 5
All of the time 6

