

**TEACHER REPORT ON INDIVIDUAL CHILDREN  
FOR HEAD START CARES**

**BASELINE AND FOLLOW-UP MEASURES**

DRAFT

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**Section A – Social Skills Rating Scale (SSRS, Social Skills Scale Teacher –Preschool version & Academic Competence Scale Teacher- Elementary version)**

The student will...

1. Follow the teacher's directions
2. Make friends easily
3. Appropriately tell the teacher when he or she thinks unfair treatment has been received.
4. Respond appropriately to teasing by peers.
5. Appropriately question rules that may be unfair.
6. Attempt classroom tasks before asking for the teacher's help.
7. Control temper in conflict situations with adults.
8. Give compliments to peers.
9. Participate in games or group activities
10. Produce correct schoolwork
11. Help the teacher without being asked
12. Introduce himself or herself to new people without being told
13. Accept peers' ideas for group activities
14. Cooperate with peers without prompting
15. Wait her or his turn in games or other activities
16. Use time appropriately while waiting for the teacher's help
17. Say nice things about himself or herself when appropriate
18. Use free time in an acceptable way
19. Acknowledge compliments or praise from peers
20. Control her or his temper in conflict situations with peers
21. Follow rules when playing games with others
22. Finish class assignments within specified time limits
23. Compromise in conflict situations by changing own ideas to reach agreement
24. Initiate conversations with peers
25. Invite others to join in activities
26. Receive criticism well
27. Put work materials or school property away
28. Respond appropriately to peer pressure
29. Join an ongoing activities or group without being told to do so
30. Volunteer to help peers with classroom tasks

Each question is answered on a three-point scale: 0 – Never, 1 – Sometimes, 2 – Very Often

(Only at Kindergarten follow-up) *The next nine items require your judgments of this student's academic or learning behaviors as observed in your classroom. Compare the student with other children who are in the same classroom.*

31. Compared with other children in my classroom, the overall academic performance is...
32. In reading, how does this child compare with other students?
33. In mathematics, how does this child compare with other students?
34. In terms of grade-level expectations, this child's skills in reading are...
35. In terms of grade-level expectations, this child's skills in mathematics are...

36. This child's overall motivation to succeed academically is...
37. This child's parental encouragement to succeed academically is...
38. Compared with other children in the classroom, this child's intellectual functioning is...
39. Compared with other children in the classroom, this child's overall classroom behavior is...

All items are rated using a five-point scale. The number 1 indicates the lower or least favorable performance, placing the student in the lowest 10% of the class. The number 5 indicates the highest or most favorable performance, placing the student in the highest 10% compared with other students in the classroom.

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**Section B – Student-Teacher Relationship Scale (STRS)**

***Please reflect on the degree to which each of the following statements currently applies to your relationship with this child. Using the scale, mark the appropriate number for each item.***

Definitely does not apply 1	Not really 2	Neutral, not sure 3	Applies somewhat 4	Definitely applies 5
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- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I share an affectionate, warm relationship with this child.                      | 1 | 2 | 3 | 4 | 5 |
| 2. This child and I always seem to be struggling with each other.                   | 1 | 2 | 3 | 4 | 5 |
| 3. If upset, this child will seek comfort from me.                                  | 1 | 2 | 3 | 4 | 5 |
| 4. This child is uncomfortable with physical affection or touch from me.            | 1 | 2 | 3 | 4 | 5 |
| 5. This child values his/her relationship with me.                                  | 1 | 2 | 3 | 4 | 5 |
| 6. When I praise this child, he/she beams with pride.                               | 1 | 2 | 3 | 4 | 5 |
| 7. This child spontaneously shares information about himself/herself.               | 1 | 2 | 3 | 4 | 5 |
| 8. This child easily becomes angry with me.   | 1 | 2 | 3 | 4 | 5 |
| 9. It is easy to be in tune with what this child is feeling.                        | 1 | 2 | 3 | 4 | 5 |
| 10. This child remains angry or is resistant after being disciplined.               | 1 | 2 | 3 | 4 | 5 |
| 11. Dealing with this child drains my energy.                                       | 1 | 2 | 3 | 4 | 5 |
| 12. When this child is in a bad mood, I know we're in for a long and difficult day. | 1 | 2 | 3 | 4 | 5 |
| 13. This child's feelings toward me can be unpredictable or can change suddenly.    | 1 | 2 | 3 | 4 | 5 |
| 14. This child is sneaky or manipulative with me.                                   | 1 | 2 | 3 | 4 | 5 |
| 15. This child openly shares his/her feelings and experiences with me.              | 1 | 2 | 3 | 4 | 5 |

**Section C – Behavior Problems Index (BPI)**

Section P11 – BEHAVIOR PROBLEMS INDEX				72
<b>CHECK ITEM 24</b>	Refer to age of sample child.	1 <input type="checkbox"/> Under 5 years old (Cover Page)		
		2 <input type="checkbox"/> 5+ years old (Intro)		
<b>INTRO</b>	<p>Now I am going to read some statements that describe the behavior of many children. Please tell me whether each statement has been <b>OFTEN</b> true, <b>SOMETIMES</b> true, or <b>NOT</b> true of --- during the past 3 months?</p> <p>The first statement is: "Has sudden changes in mood or feelings." Has that been <b>OFTEN</b> true, <b>SOMETIMES</b> true, or <b>NOT</b> true of --- in the past 3 months.</p> <p>Record response and continue with statement 2.</p> <p>Read list repeating categories and/or time reference as needed.</p>			
		Often true (a)	Sometimes true (b)	Not true (c)
1. Has sudden changes in mood or feelings.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 73
2. Feels or complains that no one loves ---.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 74
3. Is rather high strung, tense, or nervous.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 75
4. Cheats or tells lies.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 76
5. Is too fearful or anxious.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 77
6. Argues too much.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 78
7. Has difficulty concentrating, cannot pay attention for long.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 79
8. Is easily confused, seems to be in a fog.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 80
9. Bullies, or is cruel or mean to others.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 81
10. Is disobedient at home.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 82
11. Is disobedient at school.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 83
12. Does not seem to feel sorry after --- misbehaves.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 84
13. Has trouble getting along with other children.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 85
14. Has trouble getting along with teachers.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 86
15. Is impulsive, or acts without thinking.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 87
16. Feels worthless or inferior.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 88
17. Is not liked by other children.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 89
18. Has a lot of difficulty getting --- mind off certain thoughts, has obsessions.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 90
19. Is restless or overly active, cannot sit still.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 91
20. Is stubborn, sullen, or irritable.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 92
21. Has a very strong temper and loses it easily.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 93
22. Is unhappy, sad or depressed.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 94
23. Is withdrawn, does not get involved with others.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 95
24. Breaks things on purpose, deliberately destroys --- own or others' things.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 96
25. Clings to adults.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 97
26. Cries too much.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 98
27. Demands a lot of attention.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 99
28. Is too dependent on others.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 100
29. Feels others are out to get ---.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 101

Section P11 – BEHAVIOR PROBLEMS INDEX – Continued			
	Often true (a)	Sometimes true (b)	Not true (c)
30. Hangs around with kids who get into trouble.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 102
31. Is secretive, keeps things to [himself/herself].	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 103
32. Worries too much.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 104
Notes			

**Section D – Cooper Farran Behavioral Ratings Scale (CFBRS)**

**COOPER-FARRAN BEHAVIORAL RATING SCALES**

Student's Name \_\_\_\_\_ School \_\_\_\_\_  
first last

Teacher's Name \_\_\_\_\_ Date Tested \_\_\_\_\_  
first last

**EACH ITEM HAS BEHAVIORAL DESCRIPTORS FOR POINTS ALONG THE SCALE, AS SHOWN IN THE TWO EXAMPLES. PLEASE READ THE DESCRIPTORS AND THEN CIRCLE THE NUMBER THAT BEST DESCRIBES THE CHILD ON THAT ITEM. YOU MAY USE THE EVEN-NUMBERED POINTS IF THE CHILD'S SKILLS FALL BETWEEN THE BEHAVIORAL DESCRIPTORS (shown in Example 2).**

<b>EXAMPLE 1. BEHAVIOR IN THE CAFETERIA</b>						
1	2	3	4	5	6	7
THROWS FOOD; NEEDS CONSTANT SUPERVISION		CLOWNS AROUND; MESSY AND BOISTEROUS		EATS QUIETLY THEN SOCIALIZES		EATS PROMPTLY; HELPS CLEAN UP VOLUNTARILY
<b>EXAMPLE 2. ATTENDANCE</b>						
1	2	3	4	5	6	7
PERFECT ATTENDANCE		FEW ABSENCES; ALWAYS LEGITIMATE		SOMETIMES ABSENT WITHOUT A GOOD EXCUSE		MISSSES MANY DAYS WITHOUT LEGITIMATE EXCUSES

**1. RESPONSE TO HELPFUL CRITICISM FROM TEACHER**

1	2	3	4	5	6	7
ACCEPTS CRITICISM EASILY. USES IT TO IMPROVE PERFORMANCE		ATTENDS TO CRITICISM, BUT DOES NOT APPLY IT		IGNORES OR PRETENDS NOT TO HEAR CRITICISM		ANGRILY REJECTS TEACHER'S ATTEMPTS TO HELP

**2. PERFORMANCE OF DAILY NONACADEMIC TASKS**

1	2	3	4	5	6	7
CHEERFULLY DOES OWN CHORES, THEN TAKES ON EXTRA DUTIES		INDEPENDENTLY ATTENDS TO ROUTINES		WILL DO CHORES, BUT ONLY WITH PRODDING		OFTEN REFUSES TO PERFORM DAILY CHORES

**3. CONFORMITY TO NOISE LEVEL OF CLASSROOM**

1	2	3	4	5	6	7
EXTREMELY LOUD; SEEMS NOT TO RECOGNIZE APPROPRIATE SOUND LEVEL		VOICE CAN OFTEN BE HEARD JUST ABOVE THE REST OF THE CLASS		INFREQUENT INSTANCES OF LOUD TALKING, NOT DISRUPTIVE		ALWAYS ADJUSTS VOLUME TO APPROPRIATE LEVEL

**4. RELEVANT PARTICIPATION IN GROUP DISCUSSIONS**

1	2	3	4	5	6	7
OFTEN CONTRIBUTES ORIGINAL IDEAS; RELEVANT AND RESPONSIVE TO OTHERS' COMMENTS AND INTERESTS		MAKES AN OCCASIONAL RELEVANT COMMENT; ATTENTIVE		INATTENTIVE TO OTHERS; QUIET BUT UNINVOLVED		MAKES IRRELEVANT REMARKS; INTERRUPTS THE FLOW

**5. PHYSICAL INTERACTIONS WITH PEERS**

1	2	3	4	5	6	7
IS NEVER PHYSICALLY AGGRESSIVE		WILL FIGHT ONLY IN SELF-DEFENSE IF CLEARLY AND REPEATEDLY PROVOKED		USES PHYSICAL AGGRESSION TO RESOLVE DISPUTES OR WHEN ANGERED		ATTACKS; INFLECTS PAIN FOR NO APPARENT REASON

**6. BEHAVIOR DURING DESIGNATED WORK TIME**

1	2	3	4	5	6	7
FINISHES ALL ASSIGNED TASKS		TAKES OCCASIONAL BREAKS FROM WORK, AND RETURNS PROMPTLY		REQUIRES PERIODIC REMINDERS OR DIRECTIVES IN ORDER TO STAY ON TASK		NEEDS CONSTANT SUPERVISION TO REDIRECT ATTENTION FROM PLAY TO WORK

**7. BEHAVIOR IN LINE**

1	2	3	4	5	6	7
IS EQUALLY HAPPY IN ANY POSITION IN LINE		ENJOYS BEING FIRST, BUT WILL ACCEPT OTHER POSITIONS		STRIVES TO BE FIRST; UNHAPPY WITH LESSER POSITION		BREAKS OFTEN; RECKLESSLY DISREGARDS OTHERS

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<b>8. EFFECT ON OTHER CHILDREN</b>						
1	2	3	4	5	6	7
DOES NOT PURPOSEFULLY ANNOY ANYONE		TEASES OTHERS BUT STOPS SHORT OF ACTUAL ANNOYANCE		OCCASIONALLY TRIES TO GET ATTENTION BY PLAYFUL BUT ANNOYING BEHAVIOR		REPEATEDLY IRRITATES OTHERS BY HOSTILE TOUCHING, POKING, VERBALLY INSULTING, ETC.
<b>9. STATEMENTS TO TEACHERS</b>						
1	2	3	4	5	6	7
REFRAINS FROM DEROGATORY STATEMENTS TO OR ABOUT TEACHERS; ALWAYS POLITE		MAY OCCASIONALLY AND PLAYFULLY INSULT TEACHER; GENERALLY POLITE		VERBALLY INSULTS TEACHER WHEN ANGERED OR FRUSTRATED		REPEATEDLY INSULTS TEACHERS FOR NO APPARENT REASON
<b>10. LEAVING ROOM OR PLAYGROUND</b>						
1	2	3	4	5	6	7
OFTEN WANDERS AWAY OR HIDES; DIFFICULT TO LOCATE		GOES JUST OUT OF SIGHT; APPEARS TO WANT TO BE PURSUED; EASILY FOUND		OCCASIONALLY LEAVES ON AN ERRAND BUT FORGETS TO TELL TEACHER		NEVER LEAVES WITHOUT TEACHER'S KNOWLEDGE AND PERMISSION
<b>11. USE OF PROFANITY</b>						
1	2	3	4	5	6	7
DOES NOT USE PROFANITY		OCCASIONALLY UTTERS MILD PROFANITIES WHEN ANGERED OR IN PRIVATE CONVERSATIONS		USES EXPLICIT AND INSULTING PROFANITY TO EXPRESS ANGER TOWARD SOMEONE		USES HARSH, EXPLICITLY PROFANE WORDS WITHOUT APPARENT PROVOCATION
<b>12. INFLUENCE ON BEHAVIOR OF OTHERS</b>						
1	2	3	4	5	6	7
IMPOSES ON OTHER CHILDREN; USES THEM TO DO HIS/HER "DIRTY WORK"		BOSSES OTHERS WHO ARE LESS ASSERTIVE; ACTS LIKE SELF-APPOINTED TEACHER'S AIDE		DIPLOMATICALLY PREVAILS UPON OTHERS TO GAIN THEIR SUPPORT OR COMPLIANCE		DOES NOT ATTEMPT TO CONTROL OR MANIPULATE OTHER CHILDREN
<b>13. TEMPER</b>						
1	2	3	4	5	6	7
EXPLODES IN ANGER FOR NO EASILY DISCERNIBLE REASON		BECOMES ENRAGED OVER LITTLE THINGS		GETS MAD WHEN BELIEVES TREATED UNFAIRLY; NEEDS HELP TO CALM DOWN AND DEAL WITH ISSUE		EXPRESSES APPROPRIATE ANGER THEN FOCUSES ON PROBLEM SOLVING
<b>14. PARTICIPATION IN OUTDOOR GAMES</b>						
1	2	3	4	5	6	7
SUPERIOR PLAYER; TAKES LEADERSHIP ROLE		PLAYS MOST GAMES ADEQUATELY		IS A SLUGGISH AND UNWILLING PARTICIPANT		DISRUPTS OTHERS' PLAY; HOARDS EQUIPMENT; CHEATS AT GAMES
<b>15. CARE OF MATERIALS</b>						
1	2	3	4	5	6	7
OFTEN DESTROYS OR DEFACES MATERIALS INTENTIONALLY		DAMAGES MATERIALS BY CARELESS USE OR NEGLECT		OCCASIONALLY DAMAGES MATERIALS BY ACCIDENT; USUALLY CAREFUL		ALWAYS TAKES CARE WITH MATERIALS
<b>16. MOVEMENT IN THE SCHOOL BUILDING</b>						
1	2	3	4	5	6	7
OFTEN RUNS IN THE CLASSROOM, HALL, OR CAFETERIA IN SPITE OF REMINDERS		WILL RUN IN THE BUILDING UNLESS EXPLICITLY REMINDED NOT TO DO SO		OCCASIONALLY NEEDS TO BE REMINDED NOT TO RUN		DOES NOT RUN IN BUILDING
<b>17. USE OF MATERIALS</b>						
1	2	3	4	5	6	7
SELFISHLY MAINTAINS CONTROL OVER MATERIALS; REJECTS OTHERS' BIDS TO SHARE		VERY RELUCTANTLY ALLOWS CERTAIN PEERS TO USE MATERIALS		CAN BE PERSUADED TO SHARE BY POLITE REQUESTS FROM TEACHER OR CHILDREN		GENEROUSLY SHARES VOLUNTARILY
<b>18. EXPRESSION OF FEELINGS AND IDEAS DURING DISCUSSIONS</b>						
1	2	3	4	5	6	7
VERY OPEN AND EXPRESSIVE; REVEALS PERSONAL INSIGHTS		EXPRESSES SELF ADEQUATELY; SHARES FEELINGS AND IDEAS		MAKES MINIMAL STATEMENTS WHEN ENCOURAGED		CLOSED; DEFIES EFFORTS TO ELICIT SELF-EXPRESSION
<b>19. RESPONSE TO OTHERS' MISTAKES OR MISFORTUNE</b>						
1	2	3	4	5	6	7
ACTIVELY EXPRESSES SYMPATHETIC DESIRE TO HELP OTHERS		TAKES INTEREST IN OTHERS' PROBLEMS; CAN BE PERSUADED TO HELP		APPEARS TO IGNORE OTHERS' PROBLEMS; DOES NOT HELP OR SHOW SYMPATHY		OPENLY RIDICULES OTHERS; ADDS INSULT TO INJURY

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<b>20. STATEMENTS TO PEERS</b>						
1	2	3	4	5	6	7
REFRAINS FROM INSULTING OTHERS EVEN WHEN PROVOKED		WILL RETURN ANOTHER'S INSULT WHEN CLEARLY AND REPEATEDLY PROVOKED		RESPONDS WITH VERBAL ABUSE TO REJECTION, FRUSTRATION, CRITICISM, ETC.		REPEATEDLY INSULTS OTHERS FOR NO APPARENT REASON
<b>21. CONFLICT RESOLUTION</b>						
1	2	3	4	5	6	7
DEPENDS ON TEACHER TO INTERVENE IN DISPUTES OR TRIES TO USE PHYSICAL FORCE		TRIES TO DISCUSS DIFFERENCES BUT INEVITABLY ESCALATES TO AN ARGUMENT		CONTROLS ANGRY FEELINGS WHEN TRYING TO RESOLVE DIFFERENCES, SOMETIMES SUCCESSFUL		WORKS OUT COMPROMISES THAT ARE REASONABLE AND FAIR
<b>22. REPORTING OTHERS' MISBEHAVIOR</b>						
1	2	3	4	5	6	7
REPORTS OTHERS' MISBEHAVIOR ONLY WHEN SPECIFICALLY ASKED TO DO SO		ASKS FOR TEACHERS' ASSISTANCE ONLY AFTER UNSUCCESSFUL ATTEMPT TO REDIRECT OTHERS		COMPLAINS ABOUT OTHERS' BEHAVIORS THAT COULD BE EASILY IGNORED		QUICKLY REPORTS OTHERS' MISBEHAVIOR ALTHOUGH NOT PERSONALLY INVOLVED OR WRONGED
<b>23. ACTIVITY LEVEL IN GROUP ACTIVITIES</b>						
1	2	3	4	5	6	7
FIDGETY; EXTREMELY ACTIVE; SITS FOR 5 MINUTES OR LESS		CAN SIT FOR 5-10 MINUTES BUT ONLY FOR CERTAIN INTERESTING ACTIVITIES (films, etc.)		SITS 10-20 MINUTES FOR MOST TYPES OF LESSONS OR ACTIVITIES		SITS QUIETLY FOR 30 MINUTES OR MORE
<b>24. WORK AND PLAY WITH PEERS</b>						
1	2	3	4	5	6	7
IS COMFORTABLE PLAYING AND WORKING WITH MOST CHILDREN, BOTH FAMILIAR AND UNFAMILIAR		PLAYS OR WORKS WELL WITH A CONSISTENT GROUP OF CHILDREN		SHOWS A PREFERENCE FOR ONE OTHER CHILD; PREFERS TO BE WITH THAT CHILD OR ALONE		WORKS OR PLAYS ALONE; REJECTS OTHERS' EFFORTS TO DO THINGS TOGETHER
<b>25. LISTENING TO TEACHER GIVING INSTRUCTIONS TO GROUP</b>						
1	2	3	4	5	6	7
SEEMS TO IGNORE THE TEACHER; IS VERY DISTRACTED AND DISTRACTING		CAN MAINTAIN ATTENDING BEHAVIOR WITH FREQUENT REMINDERS FROM THE TEACHER		OCCASIONALLY INATTENTIVE; ATTENTION IS EASILY REGAINED BY A CUE FROM TEACHER		ATTENDS TO THE TEACHER WITHOUT REMINDERS
<b>26. BEHAVIOR WHEN OTHERS ARE SPEAKING</b>						
1	2	3	4	5	6	7
OFTEN INTERRUPTS GROUP DISCUSSIONS WITH IRRELEVANT COMMENTS OR NONVERBAL DISRUPTIONS		BLURTS OUT RELEVANT COMMENTS BEFORE OTHERS ARE FINISHED SPEAKING		OCCASIONALLY INTERRUPTS; WAITS WHEN REMINDED		SELF-CONTROLLED; WAITS FOR TURN TO SPEAK
<b>27. COMPLIANCE WITH TEACHER'S INSTRUCTIONS RELATING TO WORK</b>						
1	2	3	4	5	6	7
INDEPENDENTLY FOLLOWS INSTRUCTIONS		PERFORMS TASKS AS INSTRUCTED WITH MINIMAL SUPERVISION		DEMANDS THAT INSTRUCTIONS BE REPEATED; OR DOES THE RIGHT TASK IN THE WRONG WAY		SEEMS TO DISREGARD INSTRUCTIONS; DOES THE WRONG TASK OR NOTHING AT ALL
<b>28. SOCIAL INTERACTION</b>						
1	2	3	4	5	6	7
APPEARS WITHDRAWN, TOTALLY CLOSED TO THE SOCIAL ENVIRONMENT		CAN BE COAXED TO INTERACT AT A MINIMAL LEVEL WITH CERTAIN CHILDREN; SLOW TO WARM UP		SOCIALIZES ADEQUATELY WITH A VARIETY OF CHILDREN		INITIATES FRIENDLY SOCIAL INTERACTIONS
<b>29. COMPLETION OF GAMES AND ACTIVITIES</b>						
1	2	3	4	5	6	7
FINISHES ANY ACTIVITY THAT IS BEGUN		GENERALLY PERSISTENT; RARELY QUILTS		LOSES INTEREST IN GROUP GAMES AND ACTIVITIES BEFORE A LOGICAL CONCLUSION IS REACHED		ABRUPTLY DISENGAGES FROM COOPERATIVE ACTIVITY TO BEGIN SOMETHING ELSE
<b>30. RESPECT FOR OTHER CHILDREN'S FEELINGS</b>						
1	2	3	4	5	6	7
COMPLETELY EGOCENTRIC; SELFISHLY DISREGARDS PEERS' FEELINGS AND RIGHTS		FORGETS TO CONSIDER OTHERS; NEEDS TO BE REMINDED TO EMPATHIZE		RESPONDS APPROPRIATELY WHEN PEERS EXPRESS SPECIFIC FEELINGS OR NEEDS		EMPATHETIC; CONSIDERS CONSEQUENCES TO OTHERS OF HIS/HER BEHAVIOR

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<b>31. COMPLIANCE WITH TEACHER'S INSTRUCTIONS REGARDING BEHAVIOR</b>						
1	2	3	4	5	6	7
ANTICIPATES TEACHER'S REQUESTS; NEEDS ONLY MINIMAL CUES		COMPLIES WITH EXPLICIT AND CLEARLY STATED INSTRUCTIONS		RESISTS, COMPLAINS, BARGAINS BEFORE FOLLOWING INSTRUCTIONS		SEEMS TO DISREGARD INSTRUCTIONS; REACTS BY DEFIANTLY ACTING OUT OR BY PASSIVE NONCOMPLIANCE
<b>32. INDEPENDENT WORK</b>						
1	2	3	4	5	6	7
WORKS INDEPENDENTLY WITHOUT SUPERVISION		WORKS ALONE WITH MINIMAL SUPERVISION		DISORGANIZED; TRIES TO WORK BUT REQUIRES MUCH ASSISTANCE OR PROMPTING		LACKING IN SELF-MOTIVATION; TEACHER PROMPTING HAS ONLY SLIGHT IMPACT ON WORK HABITS
<b>33. MEMORY FOR INSTRUCTIONS</b>						
1	2	3	4	5	6	7
SEEMS TO QUICKLY FORGET INSTRUCTIONS RELATING TO WORK; NEEDS FREQUENT REMINDERS		RETAINS INSTRUCTIONS FOR UP TO AN HOUR, THEN NEEDS THEM REPEATED		CAN RECALL DETAILED SERIES OF INSTRUCTIONS FOR SEVERAL HOURS		REMEMBERS ALL INSTRUCTIONS, REGARDLESS OF TIME INTERVAL
<b>34. HAND-RAISING</b>						
1	2	3	4	5	6	7
DOES NOT RAISE HAND; TALKS OUT FREQUENTLY NEARLY EVERY DAY		RAISES HAND BUT OFTEN DOES NOT WAIT UNTIL RECOGNIZED BEFORE SPEAKING		WHEN REMINDED WILL RAISE HAND AND WAIT FOR SEVERAL MINUTES FOR RECOGNITION		ALWAYS RAISES HAND AND WAITS FOR RECOGNITION BEFORE SPEAKING
<b>35. BEHAVIOR IN DISCUSSIONS</b>						
1	2	3	4	5	6	7
TALKS SO MUCH THAT OTHERS CANNOT CONTRIBUTE		OFTEN TAKES LARGER SHARE OF DISCUSSION TIME THAN OTHER CHILDREN		OCCASIONALLY TAKES SLIGHTLY DISPROPORTIONATE SHARE OF DISCUSSION TIME		CONTRIBUTES TO DISCUSSIONS; RARELY DOMINATES
<b>36. ORGANIZATION OF WORK PRODUCTS</b>						
1	2	3	4	5	6	7
TOTALLY DISORGANIZED; WORK IS SLOPPY; OFTEN MISPLACED		SLIGHTLY DISORGANIZED; OCCASIONALLY PRODUCES MESSY WORK		USUALLY ORGANIZED; WORK IS GENERALLY NEAT		METICULOUS; PRODUCES NEAT WORK CONSISTENTLY, RARELY LOSES MATERIAL
<b>37. FUNCTIONING WITHIN DESIGNATED TIME PERIODS</b>						
1	2	3	4	5	6	7
NEVER CONCLUDES ACTIVITIES AT DESIGNATED TIME; LATE STARTING NEXT ACTIVITY		OFTEN SLIGHTLY OUT OF SYNCH WITH GROUP AS THEY END AND BEGIN ACTIVITY PERIODS		CONCLUDES MOST ACTIVITIES ON TIME; USUALLY READY TO START NEXT ACTIVITY		IS SYNCHRONOUS WITH BEGINNINGS AND ENDINGS OF ALL ACTIVITIES

**Section E – Academic Rating Scale (ARS)**

**Section 1: Language and Literacy**

This Child...	CIRCLE ONE FOR EACH ITEM					
	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
<b>1. Uses complex sentence structures</b> – 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
<b>2. Understands and interprets a story or other text read to him/her</b> – 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
<b>3. Easily and quickly names all upper and lower case letters of the alphabet</b>	1	2	3	4	5	N/A
<b>4. Produces rhyming words</b> – for example says a word that rhymes with “chip” “shop” , “drink” or “light”	1	2	3	4	5	N/A
<b>5. Predicts what will happen next in stories</b> by using the pictures and storyline for clues.	1	2	3	4	5	N/A
<b>6. Reads simple books independently</b> – for example, reads books with a repetitive language pattern	1	2	3	4	5	N/A
<b>7. Demonstrates early writing behaviors</b> – 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
<b>8. Demonstrates an understanding of some of the conventions of print</b> – 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 the sentence.	1	2	3	4	5	N/A
<b>9. Uses the computer for a variety of purposes</b> – for example, by drawing a pictures, or counting objects, or typing numbers, letters, or words	1	2	3	4	5	N/A

**Section 2: General Knowledge**

This Child...	CIRCLE ONE FOR EACH ITEM					
	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
<b>10. Recognizes distinct differences in habits and living patterns between him/herself and other group of people he/she knows</b> – 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
<b>11. Understands what people do who have different kinds of jobs</b> – 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
<b>12. Uses his/her senses to explore and observe</b> – 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
<b>13. Forms explanations based on observations and explorations</b> – 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
<b>14. Classifies and compares living and nonliving things in different ways</b> – 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

**Section 3: Mathematical Knowledge**

This Child...	CIRCLE ONE FOR EACH ITEM					
	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
<b>15. Sorts, classifies and compares math materials by various rules and attributes</b> – 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
<b>16. Orders a group of objects</b> – for example, by ordering rods or sticks by length, or arranging plants paints from lightest to darkest, or musical instruments from softest to loudest	1	2	3	4	5	N/A
<b>17. Shows an understanding of the relationship between quantities</b> – 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
<b>18. Solves problems involving numbers using concrete objects</b> – 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
<b>19. Demonstrates an understanding of graphing activities</b> – 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
<b>20. Uses instruments accurately for measuring</b> – 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

<b>21. Uses a variety of strategies to solve math problems</b> – for example, using manipulative materials, looking for a pattern, or acting out a problem	1	2	3	4	5	N/A
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**Section F – Parent-Teacher Involvement Questionnaire (teacher version)**

**Parent-Teacher Involvement Questionnaire**

1. How much are this child's parents interested in getting to know you?  
 Not at all    A little    Somewhat    A lot    A great deal
2. How well do you feel you can talk to and be heard by this child's parents?  
 Not at all    A little    Somewhat    A lot    A great deal
3. If you had concerns about or a problem with this child, how comfortable would you feel talking to her or his parents about it?  
 Not at all    A little    Somewhat    A lot    A great deal
4. How often do this child's parents ask questions or make suggestions about the child?  
 Never    Occassionally    Sometimes    Often    Very often
5. How much do you feel that this child's parents and your school have the same goals for this child?  
 Not at all    A little    Somewhat    A lot    A great deal
6. To the best of your knowledge, how much do this child's parents do things to encourage this child's positive attitude toward education, such as reading to him or her, taking him or her to the library, or trying to teach him or her new things?  
 Not at all    A little    Somewhat    A lot    A great deal
7. How often does a parent of this child volunteer at your school?  
 Never    Occassionally    Sometimes    Often    Very often
8. How involved are the parents of this child in his or her education?  
 Not at all    A little    Somewhat    A lot    A great deal
9. How important does education seem to be to this family?  
 Not at all    A little    Somewhat    A lot    A great deal

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