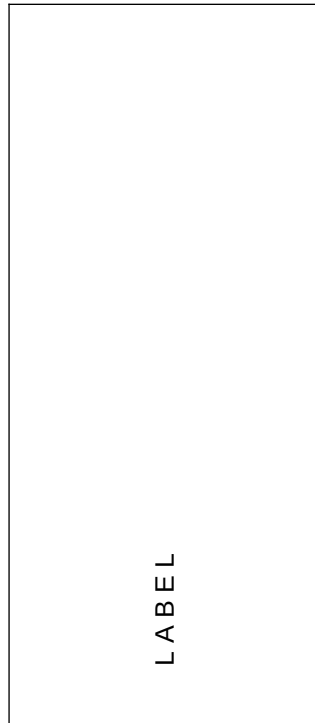


Fall 2011 Teacher Questionnaire (Child Level)

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

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Rockville, Maryland 20850



Use a black or blue ball point pen or #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 xx/xx/xxxx. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information requested. 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. 20202-4537. If you have comments or concerns regarding the status of your individual response to

The collection of information in this survey is authorized by 20 U.S. Code, Section 9541. 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 (20 U.S. Code, Section 9573). 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

this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Room 9086, Washington, D.C. 20006-5650. included in the statistical reports.

Dear Teacher,

This questionnaire is a vital part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because one or more of the children in your class(es) are participants in this study. The child who is the subject of this questionnaire is identified on the cover.

The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) is collecting information from teachers of children who are in the study to investigate the relationship between children's academic progress and various school, classroom, teacher, and home characteristics. Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. Although we realize you are very busy, we urge you to complete this questionnaire as completely and accurately as possible. The information you provide is being collected for research purposes only and will be protected from disclosure to the fullest extent allowable by law (20 U.S.C., § 9573). Information from multiple individuals will be combined to produce statistical reports; no information that identifies you will be included in any reports or provided to students, their parents, or other school staff.

THANK YOU VERY MUCH FOR YOUR HELP.

MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN OR A SOFT LEAD (#2) PENCIL TO COMPLETE THIS QUESTIONNAIRE. DO NOT USE A FELT-TIP PEN.

MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

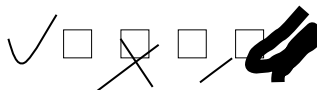
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



Incorrect Marks:

Light and thin, outside the box, thick or scrawled.



How to Change an Answer:

Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



PRINTING ANSWERS IN BOXES

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – \emptyset , and do not write a seven with a line through it like this – 7.

Write digits like this:

1 2 3 4 5 6 7 8 9

Write words like this:

John Smith

Language and Literacy Skills

For each of the items below, please rate the skills of the child whose name appears on the cover of this booklet. Rate only the child's **current** skills, knowledge, and behaviors, compared to other children of the same age level. Please consider the full range of ratings when answering. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child by placing an "X" in the appropriate box for your rating. Place an "X" in the box for "Not Applicable or Skill Not Yet Taught" only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and demonstrated the targeted skills, knowledge, and behaviors.

- Not yet = Child has not yet demonstrated skill, knowledge, or behavior.
- Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.
- In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.
- Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.
- Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently.
- Not Applicable or Skill Not Yet Taught = Skill, knowledge, or behavior has not been introduced in classroom setting.

THIS CHILD ...	MARK ONE RESPONSE FOR EACH ITEM.					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable or Skill Not Yet Taught
1. 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.						
2. Demonstrates beginning writing skills – for example, writes sentences to express ideas while correctly spelling many short words like “hop” or “bed,” and, if necessary, attempts approximate phonetic spelling for more difficult words (e.g., “vakashun” for “vacation”).						

Social Skills

Twenty-six 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 or “approaches to learning” (e.g., curiosity, self-direction, and inventiveness). The social skills items and the problem behavior items are not listed as they are copyright protected. The learning disposition items are not copyright protected and are listed below.

Source: Elementary Scale A (“How Often?”), Frank M. Gresham and Stephen N. Elliott ©1990, American Guidance Service, Inc.

Approaches to Learning Scale items

The teacher indicates how frequently the child exhibits the following behaviors. The response scale includes four points ranging from “never” to “very often,” and there is also a “no opportunity to observe” option.

- Keeps belongings organized
- Shows eagerness to learn new things
- Works independently
- Easily adapts to changes in routine
- Follows classroom rules
- Persists in completing tasks
- Pays attention well

Student Information

1. In which grade is this child enrolled? **MARK ONLY ONE.**

- Kindergarten (Full-day program)
- Kindergarten (Part-day program)
- First Grade
- Second grade
- This is an ungraded classroom

2. Was this child given a school assignment to do over this past summer (or, if this is a year-round school, over the most recent break before the child began this school year)? **MARK ONLY ONE.**

- Yes
- No (**GO TO Q5**)
- I don't know (**GO TO Q5**)

3. What did the summer assignment include? **MARK ALL THAT APPLY.**

- Reading books from a list provided by the school
- Keeping a reading log
- Reading skills worksheets or activities
- Writing skills worksheets or activities
- Math skills worksheets or activities
- Science project
- Another assignment (PLEASE SPECIFY)

4. Did this child complete the summer assignment(s)? **MARK ONLY ONE.**

- Yes, completed all the assigned work
- Yes, completed some, but not all, of the assigned work
- No
- I don't know

5. How many achievement groups in reading do you currently have in this child's class? **MARK ONLY ONE.**

- I do not use achievement groups for reading (**SKIP TO Q7**)
- Two
- Three
- Four

Five or more

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

Achievement Group

7. How many achievement groups in mathematics do you currently have in this child's class? MARK ONLY ONE.

- I do not use achievement groups for mathematics (SKIP TO Q9)
- Two
- Three
- Four
- Five or more

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

Achievement Group

9. DATE QUESTIONNAIRE COMPLETED:

MONTH

DAY

2011

YEAR

THANK YOU FOR YOUR COOPERATION