

Appendix C:

Protocols for the Cognitive Interviews with Teachers and Parents

Case ID: T_
Date:
Time:
Interviewer:
Note taker:

Spring 2012

Teacher Questionnaire Protocol

Second-Grade Telephone-Based Teacher Cognitive Interview Protocol

First let me start by saying thank you for talking with me today. As you may know, we would like your input on some new and revised questions that may be included as part of a second-grade teacher questionnaire in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11. The study is the third in a series of longitudinal studies of young children conducted by the National Center for Education Statistics. Like the earlier studies, it will give us important information about children's development and learning. Your input is important because it will help us to revise items so that they are easy to understand and appropriate for second-grade teachers to answer. The reason this study asks teachers these questions is to collect information about the children's school experiences. Researchers use this information to help understand how different children develop and learn.

Before we go any further, I just need to verify that you are a second-grade teacher. Are you currently a second-grade teacher for a regular class? (*Circle one*)

[If needed] That is, not a special education class.

Yes, currently a second-grade teacher.....1

No.....2 (*Discontinue: Thank you for agreeing to participate, but at this time we are only conducting interviews with second-grade teachers.*)

Before we get started, I would like to make sure that you received the questionnaire that we mailed/emailed/faxed to you.

Do you have that in front of you now?

[If yes, continue with script. If R does not have questionnaire, ask him/her to retrieve it. If R cannot find the questionnaire or did not receive it, email/fax items immediately. Reschedule cognitive interview if necessary.]

There are a few things you should know before we start. First, the interview today will take approximately one hour. I'll be taking notes, so I may pause momentarily or you may hear me writing (or typing). [NAME] is also here with me to take more detailed notes. Even though we are both taking notes, in a detailed interview like this, we often want to go back and verify our notes. So, with your permission I would like to audio-record this interview. Is that okay? *[If no, say: Okay, we will only take notes then.]*

[TURN ON RECORDER]

Just to confirm, do I have your permission to record our discussion?

[Respondent confirms]

Also, I need to get your consent to participate.

Cognitive Interview Oral Consent Script: Teachers

Westat is conducting this research for the National Center for Education Statistics of the U.S. Department of Education. The purpose of this interview is to evaluate the wording of questionnaire items that may be used in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), and to see how easy or difficult those questions are to answer. Your opinions are important and will assist in the development of the questionnaire.

- *[If respondent agreed to audio recording in cognitive interview script, read:]* As we discussed earlier, the interview will be audio recorded and notes will be taken. The audio recording and notes from this interview will be destroyed at the end of the ECLS-K:2011 study.
[If respondent declined to be audio recorded in cognitive interview script, read:] As we discussed earlier, notes will be taken during the interview. The notes will be destroyed at the end of the ECLS-K:2011 study.
- The interview should take about an hour.
- Your participation is completely voluntary. You may stop at any time, and you do not have to answer any questions you do not wish to answer.
- Your responses will be used for statistical purposes only and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [20 U.S. Code, Section 9573].
- The report summarizing the findings will not contain any names or identifying information.
- As a token of our appreciation for completing the interview, we will mail you a \$35 check.

Do you have any questions about what I have just explained?

If you agree to participate in this interview, please say "I agree to participate."

[If agreed, then proceed.]

Great!

What I would like to do is to get your feedback on some of the questions in the questionnaire. I will ask you to read the questions out loud and talk about how you would go about answering them. In some cases, that may mean just talking about the mental steps you would take to arrive at the answer. After talking about the mental steps you would take to answer a question, if you are able to provide an answer, I would like to know the response you would write in if you were answering the questionnaire. However, for some questions, it may be that you would need to look up documentation or talk to someone else to be able to provide an answer. I would like to know what you would do to get the answer to the question. After each questionnaire item that you talk about, I will ask some follow-up questions to find out if there is anything we can do to make the question easier to understand and answer.

Now, because some people aren't used to reading, thinking and expressing their reactions aloud, I'd like to begin with a short practice question. Please turn to the last page of the questionnaire. I'd like you to practice by reading this practice question out loud and telling me your answer, the process you are using to get your answer, and any thoughts you are having about the question from the moment you read the question until you are finished explaining your answer.

QUESTION ON THE LAST PAGE OF THE QUESTIONNAIRE:

Practice Question: How many times did you eat a meal out at a restaurant in the past week?

[If respondent only provides numerical answer ask]:

Can you tell me more about how you got that answer?

What was your mental thought process?

What did you include (exclude) in your answer?

Did you include any lunch-time or breakfast meals?

Thank you. Now we will get started with the interview.

Please turn to page **13** of your questionnaire, item A19.

Question A19

Please read this question out loud and say what you are thinking about or what you would do to answer this question. Also, please tell me what answer you would mark.

A19. Do any of the children in your class speak a language other than English (aside from native English speakers who are learning a foreign language)? MARK ONE RESPONSE.

- Yes
 No (SKIP TO Q A21)

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

If respondent answered "No," go to A21 and be sure to ask about this skip.

Question A20

Okay now let's move on to the next question A20. Please read this question out loud and say what you are thinking about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

A20. Which languages other than English are spoken by one or more children in your class? MARK ALL THAT APPLY.

- | | |
|------------------------------------|--------------------------|
| a. Spanish | <input type="checkbox"/> |
| b. Vietnamese | <input type="checkbox"/> |
| c. A Chinese language | <input type="checkbox"/> |
| d. Japanese | <input type="checkbox"/> |
| e. Korean | <input type="checkbox"/> |
| f. A Filipino language | <input type="checkbox"/> |
| g. Arabic | <input type="checkbox"/> |
| h. An Asian Indian language | <input type="checkbox"/> |
| i. Sign language | <input type="checkbox"/> |
| j. Other language (PLEASE SPECIFY) | <input type="checkbox"/> |

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Subitem h. Asian Indian Language

Is it clear to you what is meant by item h., “An Asian Indian Language?”

Question A21

Okay let’s look at item A21. Please read this question out loud and say what you are thinking about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

A21. Do you have any children who are English language learners in your class? (English language learners are children whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.) MARK ONE RESPONSE.

- Yes
- No (SKIP TO Q B1)

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

If respondent answered “No” to A19, “Do any children in your class speak a language other than English...” ask:

Since you answered No to A19, we skipped to A21. Can you think of any situation for which you would then answer yes to A21?

What are your reactions to being asked this question after saying no to A19? [Does it apply to you?]

[If needed] Would it be more appropriate, in your opinion, to skip all questions regarding English Language Learners and go to B1 since you answered no to A19, rather than skipping to A21?

What do you see as the difference between this question and A19, or is there no difference between the two questions, in your opinion?

[If respondent sees a difference:] Was this difference apparent right away, when you first read this question?

If you had students in your classroom with limited English skills would you mark yes even if there native language was English?

If respondent answered “Yes” to A19, “Do any children in your class speak a language other than English...” ask:

What, if any, difference do you see between this question and A19? [If respondent sees a difference:] Was this difference apparent right away, when you first read this question?

[NOTE: HERE WE ARE TRYING TO UNDERSTAND IF THIS SKIP IS APPROPRIATE AS WRITTEN, OR IF IT WOULD BE MORE APPROPRIATE TO SKIP TO B1 AND SKIP ALL QUESTIONS RELATED TO ELL STUDENTS IF THE RESPONDENT ANSWERED NO TO A19.]

IF RESPONDENT ANSWERED NO TO A21, TEST ITEM B5 NEXT.

Question A22

Please read question A22 out loud. Then tell me what you would think about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

A22. How many English language learners (ELL) do you have in your class? WRITE NUMBER IN BOX. IF NONE, WRITE “0.”

<input type="text"/>	<input type="text"/>	Number of ELL children
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RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Please turn to page 14 of your questionnaire.

Question A23

Please read question A23 out loud. Then tell me what you would think about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

A23. How many of the ELL children in your class receive instruction designed to teach listening to, speaking, reading, and writing the English language to children with limited English proficiency in the following ways? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

	Number of children
a. Receive no instruction for ELLs in the school	<input type="text"/> <input type="text"/>
b. Receive instruction for ELLs within the regular class	<input type="text"/> <input type="text"/>
c. Receive instruction for ELLs outside the regular class	<input type="text"/> <input type="text"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Question A24

Please read this question and each of the items out loud and say what you are thinking about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

A24. If specialized language instruction is provided in your classroom for English language learners, would you say this instruction is primarily... MARK ONE RESPONSE:

EXAMPLES OF THE PROGRAMS INCLUDED IN EACH CATEGORY ARE PROVIDED BELOW. SEE PAGE 4 FOR DEFINITIONS OF THESE EXAMPLES.

Programs that focus on developing students' literacy in two languages

- Two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program
- Transitional program, early exit bilingual program, or early exit transitional
- Heritage language program or indigenous language program

Programs that focus on developing students' literacy solely in English

- Sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Push-in ESL program

No specialized language program is provided in this classroom

Other program(s) (PLEASE SPECIFY)

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Describe ELL program

Please describe the program for ELL students in your class. How does it work?

Do any of these bulleted program names or categories match exactly how you describe or name your program? [If not clear:] Do you have a name for your program?

Goal of Program

What is the goal of the program?

Changes throughout the year

Does the program change throughout the year or stay the same?

Format of bullets

When you read the bulleted examples under the response options, what do you think about? Are the bullets of example programs helpful or not?

Are the bulleted examples clear or confusing? Do any of the bullets seem to be placed under the wrong heading?

Difficulty

If respondent indicated specialized language instruction is provided in the classroom, ask: Was it easy for you to choose an option that describes the specialized instruction provided in your classroom?

[If respondent says "No," ask: What would have made it easier for you to choose a category?]

Definitions

If you were answering this question on your own, would you have turned to pages 3 and 4 for the definitions?

Please turn to page 4 of the questionnaire and take a minute to read the definition of the types of language programs.

Are these definitions clear, confusing, helpful or not helpful?

Do the definitions match your own definitions of the terms? [If no: What are your definitions for the terms that do not match?]

Please turn to page **18** of your questionnaire, item B5.

Question B5

Please read this question and each of the items out loud and say what you are thinking about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

B5. How many achievement groups do you CURRENTLY have in your class?

IF YOU DO NOT USE ACHIEVEMENT GROUPS FOR A SUBJECT LISTED, PLEASE WRITE "0" IN THE BOX FOR THAT SUBJECT.

	Number of achievement groups
a. Reading	<input type="text"/>
b. Mathematics	<input type="text"/>

If your response is zero for BOTH a and b, skip to B8

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Describe groups

[If respondent answered 2 or higher for either a or b, ask] Please describe how you group your students for instruction.

What types of groups did you include?

Clarity of instruction

[If respondent does not use groupings for either a. Reading or b. Mathematics, ask] What number would you write for this item?

[NOTE: WE ARE TRYING TO UNDERSTAND IF THE INSTRUCTION IS CLEAR TO WRITE "0" IN THE BOX WHEN ACHIEVEMENT GROUPS ARE NOT USED, RATHER THAN LEAVING THIS BLANK.]

Achievement group

What do you think of when you hear the term "achievement groups?" What sorts of groups come to mind?

Other terms used

Is there a different word you would use to describe how you group your students?

[If needed] Do you ever refer to these groups as ability groups, flexible learning groups, or something similar?

Have you ever heard of cross-ability groups or heterogeneous groups when describing student groupings? What comes to mind when you hear these terms?

Do you use cross-ability or heterogeneous groups in your classroom?

Number of groups change (clarity of CURRENTLY)

Thinking back to the beginning of the school year, has the number of groups in your class changed for reading or math or has the number stayed the same?

[If the number of groups has changed:] How did you choose which number to report as your answer to this question?

Skip

[If respondent answered 0 for both subjects ask] Since you did not use achievement groups for either Reading or Mathematics, what question would you answer next?

[If respondent answered 0 for one subject ask] Since you used achievement groups for only one subject, what question would you answer next?

[NOTE: We are asking this to see whether the respondent skips to B8.]

Team Teaching/switching classes for subjects

Do any of your students switch classes and teachers for either reading or math? Do you team teach either reading or math with another teacher (for example, do you combine classes with another second grade teacher, say for math)?

[If yes, respondent does team teach, ask] Did you include those groups in your answer?

[IF RESPONDENT ANSWERED "0" TO MATH AND READING TEST C2 NEXT.]

Question B6

Please read this question and each of the items out loud and say what you are thinking about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

B6. In an average week, how often do you divide your class into achievement groups for reading and math activities or lessons? *MARK ONE RESPONSE ON EACH ROW.*

	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
a. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Example

Could you give an example of the type of activities or lessons for which you typically divide your class into achievement groups?

Clarity

What does the term “an average week” mean to you? Would some other time frame make this question easier to answer?

If respondent answered “0” in B5 (for either reading or mathematics), ask:

Was it clear how to answer this question for [subject answered “0” to in B5]?

Question B7

Please read this question and each of the items out loud and say what you are thinking about or what you would do to answer this question. Also, if you are able, please tell me what answer you would mark.

B7. On days when you use achievement grouping, how many minutes is your class usually divided into achievement groups for reading and math activities or lessons? MARK ONE RESPONSE ON EACH ROW.

	0 minutes/day	1-15 minutes/day	16-30 minutes/day	31-60 minutes/day	More than 60 minutes/day
a. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Do you usually divide your class into achievement groups more than once a day for any given subject?

If so, would you combine the times spent that day when replying to this question? For example, if you use reading achievement groups for 30 minutes in the morning and for 30 minutes in the afternoon, how would you answer this question?

Please turn to page **24** of your questionnaire, item C2.

Question C2

Now take a look at question C2. This item has several subitems, but we are going to focus only on the highlighted subitems. Please read the question out loud. Tell me what you would think about or do to answer the question. Also, if you are able, please tell me the answer you would mark.

C2. From the first day of school until today, please indicate how many days each of the following **READING** skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. **MARK ONE RESPONSE ON EACH ROW.**

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Key Ideas and Details						
a. Identifying main ideas in a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Asking and/or answering questions to demonstrate understanding of key details in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Retelling stories, including main ideas and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying the central message, lesson, or moral of a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Describing how characters in a story respond to major events and challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying the main topic of a paragraph of informational text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft and Structure						
g. Describing how words and phrases give rhythm and/or meaning in a story, poem, or song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Describing the overall structure of a story, for example how the beginning introduces the story or how the ending concludes the action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Identifying differences in the points of view of characters in a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using text features to locate key facts or information (for example, captions, bold print, subheadings, indexes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Students taught to distinguish their own point of view from that of the narrator, a character, or the writer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of Knowledge and Ideas						
l. Using information gained from illustrations or text to demonstrate understanding of a story's characters, setting, or plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Comparing and contrasting two versions of the same story (for example, Cinderella stories) by different authors or from different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Ask the following two probes of each highlighted subitem (subitems b, d, e, f, g, h, i, j, k, l, m)

Example of lesson/activity

[If concept/skill taught] Describe a lesson or activity that you do in your class that covers this concept or skill.

Reason not taught

[If not taught, probe on why it is not taught] Is this a skill or concept that students in your class already know or is this a skill/concept that they will first be exposed to in a later grade? What comes to mind when you think of this concept or skill?

Subitem a and d

In your opinion, what is the difference between subitems a and d?

If needed: Is there a clear difference?

Subitem f

What comes to mind when you read “informational text” in subitem f?

Is the meaning of this term clear or confusing to you?

Subitems a-m

Thinking about all of the items we just discussed, did any stick-out to you as unclear or confusing?

General Follow-up

Timeframe

When you were thinking about your answers to the subitems on this page, from when to when in the school year were you thinking about?

[If needed] Does your answer include time that you may spend on this skill or concept during the remainder of the school year?

Now take a look at the second page of question C2. Again we are only going to focus on the highlighted subitems. Please read the question out loud. Tell me what you would think about or do to answer the question. Also, if you are able, please tell me the answer you would mark.

C2. (CONTINUED) From the first day of school until today, please indicate how many days each of the following READING skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Integration of Knowledge and Ideas (continued)						
n. Explaining how images clarify informational text (for example, a diagram showing how a machine works)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Identifying the reasons an author gives to support points in an opinion piece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of Reading and Level of Text Complexity						
p. Reading and comprehending literature, including stories and poetry, of appropriate complexity for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Reading informational selections of appropriate complexity for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonological Awareness						
r. Segmenting words into phonemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Manipulating phonemes to form new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics and Word Recognition						
t. Distinguishing long and short vowels in one-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Decoding regularly spelled two-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Reading irregularly spelled words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Identifying and knowing the meaning of common prefixes or suffixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency						
x. Reading accurately and fluently to support comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Reading and rereading passages orally with guidance on pacing, intonation, and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Using sentence-level context to gain meaning of a word or phrase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Ask the following two probes of each highlighted subitem (subitems n through z)

Example of lesson/activity

[If concept/skill taught] Describe a lesson or activity that you do in your class that covers this concept or skill.

Reason not taught

[If not taught, probe on why it is not taught] Is this a skill or concept that students in your class already know or is this a skill/concept that they will first be exposed to in a later grade? What comes to mind when you think of this concept or skill?

Subitem n

How easy or difficult is it for you to answer this question? Was it easy for you to understand what skill was being asked about?

Do you think the example that was provided here helped you to answer this question? Would adding an additional example help you to answer the question?

Were you thinking of a different example when answering the question? *[If so: What was this example?]*

Subitem u and v

In your opinion, what is the difference between subitems u and v?

[If needed:] Is there a clear difference?

Are you familiar with the term “decoding”? What does it mean to you?

Subitem w

To you, what is the difference between “common prefixes and suffixes” and “prefixes and suffixes”?

General Follow-up

Timeframe

When you were thinking about your answers to the subitems on this page, from when to when in the school year were you thinking about?

[If needed] Does your answer include time that you may spend on this skill or concept during the remainder of the school year?

Now let's take a look at the next page of question C2. Again we are only going to focus on the highlighted subitems. Please read the question out loud. Tell me what you would think about or do to answer the question. Also, if you are able, please tell me the answer you would mark.

C2. (CONTINUED) From the first day of school until today, please indicate how many days each of the following READING skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Comprehension						
aa. Identifying character, setting, and plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Generating questions about character, setting, and plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Predicting what might occur next in the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing						
dd. Writing an opinion piece, giving reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Writing an informational piece that contains a clear topic with supporting details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Writing a narrative with two or more appropriately sequenced events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Using temporal words or phrases to signal the order of events	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Ask the following two probes of each highlighted subitem (subitems aa through gg)

Example of lesson/activity

[If concept/skill taught] Describe a lesson or activity that you do in your class that covers this concept or skill.

Reason not taught

[If not taught, probe on why it is not taught] Is this a skill or concept that students in your class already know or is this a skill/concept that they will first be exposed to in a later grade? What comes to mind when you think of this concept or skill?

Subitem bb and b

In your opinion, what is the difference between subitem bb, which is “Generating questions about character, setting, and plot” and subitem b, which is “Asking and/or answering questions to demonstrate understanding of key details in a text?”

[If needed] Is there a clear difference?

Overall, how well do you think the reading skills in item C2 align with the second grade curriculum at your school?

General Follow-up

Timeframe

When you were thinking about your answers to the subitems on this page, from when to when in the school year were you thinking about?

[If needed] Does your answer include time that you may spend on this skill or concept during the remainder of the school year?

Question C3

Now take a look at question C3. This item has several subitems, but we are only going to focus on the highlighted subitems. Please read the question out loud. Tell me what you would think about or do to answer the question. Also, if you are able, please tell me the answer you would mark.

Mathematics Instruction

C3. From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. **MARK ONE RESPONSE ON EACH ROW.**

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Operations and Algebraic Thinking						
a. Fluently adding and subtracting numbers equal to 20 or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Solving word problems by adding or subtracting numbers equal to 100 or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Solving word problems that involve unknown numbers, using addition or subtraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determining whether a group of objects (20 or fewer) has an even or uneven number of members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The meaning of the signs for equal, greater than, and less than	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Working with equal-sized groups of objects to gain an understanding of multiplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using addition to find the total number of objects in two to five equal-sized groups of objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Multiplying two one-digit whole numbers to find the product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number and Operations in Base Ten						
i. Skip-counting by 5s, 10s, and/or 100s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Counting to 1000, starting at any number less than 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Reading and writing numbers up to 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Identifying the numbers that represent the hundreds, tens, and ones places in a three-digit number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Ask the following two probes of each highlighted subitem (subitems a, c, d, f, g, h, k)

Example of lesson/activity

[If concept/skill taught] Describe a lesson or activity that you do in your class that covers this concept or skill.

Reason not taught

[If not taught, probe on why it is not taught] Is this a skill or concept that students in your class already know or is this a skill/concept that they will first be exposed to in a later grade? What comes to mind when you think of this concept or skill?

Subitem a

What does “fluently” mean to you here? Would you have provided a different answer to this item if “fluently” was not in the question?

Subitem g

How clear or unclear is this item?

Subitem f

How clear or unclear is this item? Are you more familiar with a different way to describe teaching multiplication? *[If so: What is that other way to describe teaching multiplication?]*

General Follow-up

Timeframe

When you were thinking about your answers to the subitems on this page, from when to when in the school year were you thinking about?

[If needed] Does your answer include time that you may be spending on this skill or concept during the remainder of the school year?

Now take a look at the next page of question C3. Again we are only going to focus on the highlighted subitems. Please read the question out loud. Tell me what you would think about or do to answer the question. Also, if you are able, please tell me the answer you would mark.

C3. (CONTINUED) From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Number and Operations in Base Ten (continued)						
m. Expressing relative quantity when comparing three-digit numbers, using the symbols $>$, $=$, and $<$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Finding 10 more or 10 less than a given two-digit number, without counting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Finding 100 more or 100 less than a given three-digit number, without counting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Adding four two-digit numbers using strategies based on place value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Multiplying one-digit whole numbers by 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurement and Data						
r. Comparing the length of two objects indirectly by using a third object (nonstandard measurement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Measuring the length of an object in standard units, using tools such as rulers, yardsticks, meter sticks, and/or measuring tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Measuring to determine how much longer one object is than another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Estimating the length of an object in standard units, such as inches, feet, centimeters, and/or meters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Solving word problems involving lengths that are given in the same units, using addition or subtraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Telling time using both analog and digital clocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Ask the following two probes of each highlighted subitem (subitems m, o, p, q, t, v, w)

Example of lesson/activity

[If concept/skill taught] Describe a lesson or activity that you do in your class that covers this concept or skill.

Reason not taught

[If not taught, probe on why it is not taught] Is this a skill or concept that students in your class already know or is this a skill/concept that they will first be exposed to in a later grade? What comes to mind when you think of this concept or skill?

Subitem m

If the wording of subitem m was changed to “Relative quantity when comparing three-digit numbers, using the symbols $>$, $=$, and $<$,” what comes to mind?

[If needed:] That is, if we did not have the word “expressing” to the beginning of the phrase, would that change your response?

General Follow-up**Timeframe**

When you were thinking about your answers to the subitems on this page, from when to when in the school year were you thinking about?

[If needed] Does your answer include time that you may be spending on this skill or concept during the remainder of the school year?

Now take a look at the next page of question C3. Again we are only going to focus on the highlighted subitems. Please read the question out loud. Tell me what you would think about or do to answer the question. Also, if you are able, please tell me the answer you would mark.

C3. (CONTINUED) From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Measurement and Data (continued)						
x. Telling time to the nearest five minutes (for example, 6:05, 6:10, or 6:15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Writing time to the nearest five minutes (for example, 6:05, 6:10, or 6:15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Solving word problems involving quarters, dimes, nickels, and pennies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Obtaining and recording data (for example, measuring and recording the lengths of three or more objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Drawing a picture graph and/or a bar graph to represent a data set with up to four categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Answering questions about the data in a picture graph and/or a bar graph, for example, comparing one category with another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geometry						
dd. Identifying the difference between defining attributes of shapes (for example, triangles are three-sided) versus non-defining attributes (for example, color, size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Drawing shapes when given specified attributes (for example, the number of angles or the number of sides)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Partitioning squares or rectangles into rows and columns of same-sized squares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hh. Measuring area by counting unit squares (square centimeters, square inches, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Describing portions of simple shapes using the words halves, fourths, and quarters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

Ask the following two probes of each highlighted subitem (subitems aa, ff, gg, hh)

Example of lesson/activity

[If concept/skill taught] Describe a lesson or activity that you do in your class that covers this concept or skill.

Reason not taught

[If not taught, probe on why it is not taught] Is this a skill or concept that students in your class already know or is this a skill/concept that they will first be exposed to in a later grade? What comes to mind when you think of this concept or skill?

Overall, how well do you think the items listed at C3 align with the second grade math curriculum at your school?

General Follow-up

Timeframe

When you were thinking about your answers to the subitems on this page, from when to when in the school year were you thinking about?

[If needed] Does your answer include time that you may be spending on this skill or concept during the remainder of the school year?

Please turn to page **42** of your questionnaire, item G2.

Question G2

Let’s look at question G2. Again we are only going to focus on the highlighted subitems. Please read the question out loud. Tell me what you would think about or do to answer the question. Also, if you are able, please tell me the answer you would mark.

G2. To what extent do you agree or disagree with the following statements? <i>MARK ONE RESPONSE ON EACH ROW.</i>						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
a. I am adequately trained to teach the children with disabilities who are in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Inclusion of children with disabilities in my class has worked well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am adequately trained to teach English language learners in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Inclusion of English language learners in my class has worked well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have the resources I need to teach the children in my class who have disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have the resources I need to teach the children in my class who are English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am prepared to teach a group of students who have a wide range of reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am prepared to teach a group of students who have a wide range of mathematics skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONDENT MARKED:

If respondent does not indicate a response, please probe: What would you mark on your questionnaire (if you were answering this question as part of the survey)?

More information

Can you tell me more about why you chose that response?

When you were answering this question were you thinking about your college or graduate school coursework, professional development activities, your own subject matter knowledge or your teaching experience or something else?

Difficulty

How difficult is it for you to answer this question?

General questions

After having reviewed the questionnaire, do you have any suggestions of ways to make the questionnaire easier to complete?

Those are all of the questions that I have for you. Thank you for participating. Your input will help us to develop a questionnaire that is easier for other school administrators to complete. As a thank you, we will mail you a \$35 check.

[TURN OFF THE RECORDING]

Did you have a chance to return the check information form?

If not, please fill out and return that form in the postage paid envelope and we will mail a check out to you.

[If the form is lost say]: Please tell me how you would like your name to appear on the check and the best address to send the check to.

[Verify the spelling of the respondent's name. Record information on the check information form and Return form]

Spring 2012

Parent Interview Protocol

Second-Grade Telephone-Based Parent Cognitive Interview Protocol

(TO BE READ AT THE BEGINNING OF THE PHONE CALL, BEFORE THE INTERVIEW BEGINS.)

First, let me start by saying thank you for talking with me today. As you may know, we would like to ask you questions that may be included as part of a second-grade parent interview in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11. The study is the third in a series of longitudinal studies of young children conducted by the National Center for Education Statistics. As with the earlier studies, it will give us important information about children’s development and learning. Your input is important because it will help us learn how long the interview is and whether our questions are easy to understand. The reason this study asks parents or guardians questions is to collect information about the children’s home and school experiences. Researchers use this information to help understand how different children develop and learn.

Before we go any further, I just need to verify that you are a parent or guardian of a child in the second grade. Is that correct? (*Circle one*)

Yes, parent or guardian of second-grader.....1

No..... 2

(*Discontinue:* Thank you for agreeing to participate, but at this time we are only conducting interviews with parents of second-graders.)

There are a few things you should know before we start. First, the interview today will take approximately one hour. I’ll be taking notes, so I may pause momentarily or you may hear me writing (or typing). Because I am timing the interview, I will sometimes stop between sections of it to record the time. In a detailed interview like this, I often like to go back and verify my notes. So, with your permission I would like to audio-record this interview. Is that okay? [*If no, say: Okay, I will only take notes then.*]

[TURN ON RECORDER]

Just to confirm, do I have your permission to record our discussion?

[Respondent confirms]

Also, I need to get your consent to participate.

Cognitive Interview Oral Consent Script: Parents

Westat is conducting this research for the National Center for Education Statistics of the U.S. Department of Education. As I said before, the purpose of this interview is to determine the average length of the parent interview and to get feedback on a few of the interview questions to make sure that they are easy for parents to understand and answer. The interview will be used with parents of second graders who are in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011).

Because this interview will mostly be used with parents or guardians who have been in the study since their child was in kindergarten, some of the items may refer to a previous interview. We may verify information that we do not really have from you, such as your occupation or income. We will make up this information and pretend to be updating it with you from an answer you gave us in another year of the study. You can choose to confirm this information or make a change. Either way is fine. Having to confirm past information will not come up in the questions very often and for some interviews will not happen at all. I just wanted to make you aware of it.

For some questions in the interview, we will ask you for more information about what examples came to mind when you answered the question. Most of the items are not like this, though, and we will just ask you for your answer. Because we are trying to find out how long the interview is, if you have any comments about interview questions, please tell us at the end of the interview when we have finished timing it.

- *[If respondent agreed to audio recording in this script, read:]* As we discussed earlier, the interview will be audio recorded and notes will be taken. The audio recording and notes from this interview will be destroyed at the end of the ECLS-K:2011 study.

[If respondent declined to be audio recorded in this script, read:] As we discussed earlier, notes will be taken during the interview. The notes will be destroyed at the end of the ECLS-K:2011 study.

- The interview should take about an hour.
- Your participation is completely voluntary. You may stop at any time, and you do not have to answer any questions you do not wish to answer.
- Your responses will be used for statistical purposes only and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [20 U.S. Code, Section 9573].
- The report summarizing the findings will not contain any names or identifying information.
- As a token of our appreciation for completing the interview, we will mail you a \$35 check.

Do you have any questions about what I have just explained?

If you agree to participate in this interview, please say “I agree to participate.”

[If agreed, then proceed.]

Great! Let's get started.

BELOW ARE THE COGNITIVE INTERVIEW QUESTIONS AND PROBES EXCERPTED FROM THE FULL PARENT INTERVIEW. WE HAVE PULLED THEM INTO THIS DOCUMENT FOR EASIER REVIEW. YOU CAN ALSO FIND THEM EMBEDDED WITHIN THE FULL PARENT INTERVIEW IN APPENDIX B.

INTERVIEWERS WILL ASK THESE COGNITIVE INTERVIEW QUESTIONS TO ASSESS PARENTS' UNDERSTANDING OF AND ABILITY TO RESPOND TO THE QUESTIONS BEING TESTED AFTER THE QUESTIONS ARE ASKED AS PART OF THE REGULAR FLOW OF THE FULL INTERVIEW.

HEQ.220 Do you have a home computer or other electronic device that {CHILD} uses?

- YES..... 1
- NO..... 2
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW..... 9

HEQ.221a What kinds of computers or electronic devices did you think of when you answered that question?

IF RESPONDENT SAYS "CELL PHONE" PROBE: "Were you thinking of a cell phone used to connect to the Internet?"

CODE ONLY USING EXACT EXAMPLES LISTED.

CODE ALL THAT APPLY

PROBE: Anything else?

- DESKTOP OR LAPTOP COMPUTER..... 1
- CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET..... 2
- CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET..... 3
- IPOD (NANO, SHUFFLE, CLASSIC) 4
- KINDLE OR NOOK..... 5
- Wii, XBOX (KINECT), DS (DSi, 3DS), iTOUCH,
OR PLAYSTATION (PSP, PS3, PS2)..... 6
- OTHER (SPECIFY)..... 91
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW..... 9

BOX 2A

IF HEQ221a =91 (OTHER), GO TO HEQ221aOS. ELSE, GO TO BOX 2B.

HEQ.221aOS [What kinds of computers or electronic devices did you think of when you answered this question?]

RECORD NAMES OF COMPUTERS OR ELECTRONIC DEVICES

BOX 2B

IF HEQ221a =3 (CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET), GO TO BOX 2C. ELSE, ASK HEQ221b.

HEQ.221b When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?" would you have included a cell phone that does not connect to the Internet if {CHILD} used one?

- YES..... 1
- NO..... 2
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW..... 9

BOX 2C

IF HEQ221a = 2 (CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET), GO TO BOX 2D. ELSE, GO TO HEQ221c.

HEQ.221c When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?" would you have included a "smart phone" that connects to the Internet if {CHILD} used one?

- YES..... 1
- NO..... 2
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW..... 9

BOX 2D

IF HEQ221a = 6 (GAME SYSTEM), GO TO BOX 2E. ELSE, GO TO HEQ221d.

HEQ.221d [When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?"]

Would you have included an electronic device that is used to play video games if {CHILD} used one?

- YES..... 1
- NO..... 2
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW..... 9

BOX 2E

IF ONE OF THE OTHER SPECIFY ANSWERS IN HEQ221aOS WAS ABOUT A MUSIC PLAYING DEVICE, GO TO BOX 2F. ELSE, GO TO HEQ221e.

HEQ.221e [When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?"]

Would you have included an electronic device that is used to play music if {CHILD} used one?

YES..... 1
NO..... 2
REFUSED..... 8 (HEQ.262)
DON'T KNOW..... 9

BOX 2F

IF ONE OF THE OTHER SPECIFY ANSWERS IN HEQ221aOS WAS FOR AN IPAD OR OTHER TABLET COMPUTER, GO TO BOX 2G. ELSE, GO TO HEQ221f.

HEQ.221f [When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?"]

Would you have included an iPad or other tablet computer if {CHILD} used one?

YES..... 1
NO..... 2
REFUSED..... 8 (HEQ.262)
DON'T KNOW..... 9

BOX 2G

IF HEQ221a = 91, ASK HEQ221g. ELSE, GO TO BOX 2I.

HEQ.221g Our definition of electronic device in this question was any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, Xbox, DS, iTouch, and Playstation). If I had read you this definition before, would you still have included the device or devices you mentioned that were not listed as examples?

YES..... 1
NO..... 2
REFUSED..... 8 (HEQ.262)
DON'T KNOW..... 9

HEQ.221h If I had read you this definition before, would you have included any other computers or electronic devices that you did not think of before?

YES..... 1
NO..... 2 (BOX 2I)
REFUSED..... 8 (HEQ.262)
DON'T KNOW..... 9 (BOX 2I)

HEQ.221i What other computers or electronic devices would you have included?

IF RESPONDENT SAYS "CELL PHONE" PROBE: "Were you thinking of a cell phone used to connect to the Internet?"

CODE ONLY USING EXACT EXAMPLES LISTED.

CODE ALL THAT APPLY

PROBE: Anything else?

- DESKTOP OR LAPTOP COMPUTER..... 1
- CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET..... 2
- CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET..... 3
- IPOD (NANO, SHUFFLE,CLASSIC) 4
- KINDLE OR NOOK..... 5
- Wii, XBOX (KINECT), DS (DSi, 3DS), ITOUCH,
OR PLAYSTATION (PSP, PS3, PS2))..... 6
- OTHER (SPECIFY)..... 91
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW 9

BOX 2H

IF HEQ221h =91 (OTHER), GO TO HEQ221hOS. ELSE, GO TO BOX 2I.

HEQ.221hOS [What other computers or electronic devices would you have included?]

RECORD NAMES OF COMPUTERS OR ELECTRONIC DEVICES

BOX 2I

IF HEQ221a = 1-6 AND NOT 91, GO TO HEQ222a. ELSE, IF HEQ.220 = 2 OR 9 (NO OR DON'T KNOW TO WHETHER THERE IS A HOME COMPUTER OR OTHER ELECTRONIC DEVICE THAT THE CHILD USES), GO TO HEQ.262. ELSE, GO TO HEQ.225.

HEQ.222a Our definition of electronic device in this question was any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation). If I had read you this definition before, would you have included any other computers or electronic devices that you did not think of before?

- YES..... 1
- NO..... 2 (BOX 2J)
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW..... 9 (BOX 2J)

HEQ.222b What other computers or electronic devices would you have included?

IF RESPONDENT SAYS "CELL PHONE" PROBE: "Were you thinking of a cell phone used to connect to the Internet?"

CODE ONLY USING EXACT EXAMPLES LISTED.

CODE ALL THAT APPLY

PROBE: Anything else?

- DESKTOP OR LAPTOP COMPUTER..... 1
- CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET..... 2
- CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET..... 3
- iPOD (NANO, SHUFFLE,CLASSIC) 4
- KINDLE OR NOOK..... 5
- Wii, XBOX (KINECT), DS (DSi, 3DS), iTOUCH,
OR PLAYSTATION (PSP, PS3, PS2))..... 6
- OTHER (SPECIFY)..... 91
- REFUSED..... 8 (HEQ.262)
- DON'T KNOW..... 9

BOX 2J

IF HEQ222b =91 (OTHER), GO TO HEQ222bOS. ELSE, IF HEQ.220 = 2 OR 9 (NO OR DON'T KNOW TO WHETHER THERE IS A HOME COMPUTER OR OTHER ELECTRONIC DEVICE THAT THE CHILD USES), GO TO HEQ.262. ELSE, GO TO HEQ225.

HEQ.222bOS [What other computers or electronic devices would you have included?]

RECORD NAMES OF COMPUTERS OR ELECTRONIC DEVICES

HEQ.262 In the past month, that is, since {MONTH} {DAY}, how often has {CHILD} gone online with you or another adult in your household to look for or get books from websites that sell, lend, or let you download books? Would you say...

CAPI INSTRUCTION: DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

- Never..... 1 (HEQ280)
- Less than once a week..... 2
- 1 to 2 times a week..... 3
- 3 to 4 times a week, or..... 4
- 5 or more times a week?..... 5
- REFUSED..... 8 (HEQ280)
- DON'T KNOW..... 9

- HEQ.263 What kinds of websites did you think of when you answered that question?
CODE ALL THAT APPLY
- ONLINE BOOKSTORES (E.G. AMAZON, BARNES AND NOBLE)..... 1
 BOOK APPLICATIONS (E.G., iBOOKS, KINDLE)..... 2
 LIBRARY WEBSITES..... 3
 OTHER (SPECIFY)..... 91
 REFUSED 8
 DON'T KNOW..... 9

BOX 2F

IF HEQ263 =91 (OTHER), GO TO HEQ.263aOS. ELSE, GO TO HEQ.280.

HEQ.263aOS [What kinds of websites did you think of when you answered that question?]

RECORD NAMES OF WEBSITES OR APPS

DWQ.080 Now I'd like to ask some questions about {CHILD}'s television viewing. We want you to include television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone; but not games played on gaming systems like Playstation, Wii, Xbox or handheld devices.

On any given weekday, how many hours of television, videotapes, or DVDs on average does {CHILD} watch?

CAPI INSTRUCTIONS:

1. DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

	H		M
OURS		INUTES	

2. WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY "ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN."
3. WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

4. WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'Now...XBox' AND 'On...watch?' IN SQUARE BRACKETS.
5. DK AND RF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.
6. IF HOURS ARE REF/DK, SKIP TO DWQ.081. ELSE, CONTINUE WITH MINUTES.
7. DISPLAY "television viewing" IN UNDERLINED TEXT.
8. HARD RANGE = 0 – 24 FOR HOURS; 0 – 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

DWQ.080a What types of electronic devices for watching television, videos, or DVD's did you think of when I asked you that question?

CODE ONLY USING EXACT EXAMPLES LISTED

CODE ALL THAT APPLY

PROBE: Anything else?

TELEVISION.....1
 DESKTOP OR LAPTOP COMPUTER.....2
 HANDHELD DEVICE (IPAD, CELLPHONE/SMARTPHONE).....3
 OTHER (SPECIFY).....91
 REFUSED8 (DWQ.081)
 DON'T KNOW.....9

BOX 1A

IF DWQ080a =91 (OTHER), GO TO DWQ080aOS. ELSE, GO TO DWQ080b.

DWQ.080aOS[What types of electronic devices for watching television, videos, or DVD's did you think of when I asked you that question?]

RECORD OTHER DEVICES

DWQ.080b When I asked the question about television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone, would you have included Blu-Ray discs if {CHILD} watched

those?

YES..... 1
NO..... 2
REFUSED..... 8
DON'T KNOW..... 9

DWQ.080c [When I asked the question about television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone...]

Would you have included downloaded or streaming videos or movies on a TV, computer, or handheld device if {CHILD} watched those?

YES..... 1
NO..... 2
REFUSED..... 8
DON'T KNOW..... 9

DWQ.081 Now I'd like to ask some questions about the amount of time {CHILD} plays video games. We want you to include games played on systems like Playstation, Wii, or Xbox, or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, or cellphone, or games played on the computer.

On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time the child spends on the computer doing educational activities or homework.

CAPI INSTRUCTIONS:

1. DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

	H	M
OURS		MINUTES

2. WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY 'ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN.
3. WHEN CURSOR IS ON THE MINUTE FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'
4. WHEN CURSOR IS ON THE MINUTES FIELDS, DISPLAY 'Now...computer.' AND 'on any given....homework...' IN SQUARE BRACKETS.
5. DK AND RF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.
6. IF HOURS ARE REF/DK, SKIP TO DWQ.082. ELSE, CONTINUE WITH MINUTES.
7. DISPLAY "plays video games" IN UNDERLINED TEXT.
8. HARD RANGE = 0 – 24 FOR HOURS; 0 – 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR

MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

DWQ.081a What types of electronic devices for playing video games did you think of when I asked you that question?

CODE ONLY USING EXACT EXAMPLES LISTED

CODE ALL THAT APPLY

PROBE: Anything else?

- PLAYSTATION (PS3, PS2); Wii, OR XBOX..... 1
- NINTENDO DS, DSi, 3DS; SONY PSP,
- iPOD OR IPOD TOUCH 2
- IPAD 3
- CELLPHONE/SMARTPHONE..... 4
- DESKTOP OR LAPTOP COMPUTER..... 5
- OTHER (SPECIFY)..... 91
- REFUSED 8 (DWQ.082)
- DON'T KNOW..... 9

BOX 1B

IF DWQ081a =91 (OTHER), GO TO DWQ081aOS. ELSE, GO TO DWQ082.

DWQ.081aOS[What types of electronic devices for playing video games did you think of when I asked you that question?]

RECORD OTHER DEVICES

BOX 1C

IF ONE OF THE OTHER SPECIFY ANSWERS IN DWQ081a OS WAS ANY TYPE OF ELECTRONIC READING DEVICE, GO TO BOX 1D. ELSE, GO TO DWQ081b.

DWQ.081b When I asked about the types of electronic devices used for playing video games would you have included an electronic reading device, such as a Kindle or Nook, if {CHILD} used one?

- YES..... 1
- NO..... 2
- REFUSED..... 8
- DON'T KNOW..... 9

BOX 1D

IF ONE OF THE OTHER SPECIFY ANSWERS IN DWQ081a OS WAS ANY TYPE OF MUSIC PLAYING DEVICE, GO TO DWQ082. ELSE, GO TO DWQ.081c.

DWQ.081c When I asked about the types of electronic devices used for playing video games would you have included an electronic device that is used to play music if {CHILD} used one?

- YES..... 1
- NO..... 2
- REFUSED..... 8
- DON'T KNOW..... 9

VIQ.010 Now, I have some questions about problems {CHILD} may have had with other children.

Has another child in {CHILD's} school:

Ever hit {him /her} at school? Would you say...

- No, this has never happened,. 1
- Yes, this has happened once or twice, 2
- Yes, this happens occasionally, or 3
- Yes, this happens a lot..... 4
- REFUSED..... 8
- DON'T KNOW..... 9

VIQ.020 [Has another child in {CHILD's} school:. . .]

Ever said mean things to {him /her} at school? Would you say...

- No, this has never happened,. 1
- Yes, this has happened once or twice, 2
- Yes, this happens occasionally, or 3
- Yes, this happens a lot..... 4
- REFUSED..... 8
- DON'T KNOW..... 9

VIQ.030 [Has another child in {CHILD's} school:. . .]

Ever said bad things about {him /her} to other kids at school? Would you say...

- No, this has never happened,. 1
- Yes, this has happened once or twice, 2
- Yes, this happens occasionally, or 3
- Yes, this happens a lot..... 4
- REFUSED..... 8
- DON'T KNOW..... 9

VIQ.040 [Has another child in {CHILD's} school:. . .]

Ever picked on {him /her} at school? Would you say...

- No, this has never happened,. 1
- Yes, this has happened once or twice, 2
- Yes, this happens occasionally, or 3
- Yes, this happens a lot..... 4
- REFUSED..... 8
- DON'T KNOW..... 9

AFTER TIMING INTERVIEW ASK:

1. That is the end of the regular interview. Now, I'd like to ask you a few more questions.

Did you find any of the questions in the interview to be upsetting, too sensitive, or too personal?

YES.....1 (GO TO 2)

NO.....2 (GO TO 3)

REFUSED.....8 (GO TO 3)

DON'T KNOW..... 9 (GO TO 3)

2. What questions were upsetting, too sensitive, or too personal?

3. As the study continues, we would like to ask children how they feel about their schools, their behavior at school, and their relationships with teachers and other children. All the answers to the questions would be kept confidential and we would not identify particular teachers or children by name. Children would mark or point to answers that were read to them or that they read themselves. The questions would take about five to six minutes.

Some examples of questions we would ask would be how true it is that the child enjoys doing work in school, gets good grades, makes friends easily, or worries about taking tests. Other questions would ask about how the child thinks her teacher feels about her and how the child feels about the teacher. We would also ask the child how fun the things he or she does at school are.

If you were asked to allow your child to participate in a study in which we asked {him/her} questions such as these, would you be likely to agree to have your child participate?

YES.....1 (GO TO END)

NO.....2 (GO TO 4)

REFUSED.....8 (GO TO END)

DON'T KNOW..... 9 (GO TO 4)

4. That's fine. Just so we understand, could you tell us a little more about why you would not want your child to take part in this part of the study?

5. Would you be likely to have your child participate if the questions were first asked to {him/her} in the spring of third grade?

YES.....	1
NO.....	2
REFUSED.....	8
DON'T KNOW.....	9

END: Thank you so much for your time. We really appreciate it.