



**COVER PAGE**  
**TEACHER REPORT**  
**FOR HEAD START CARES**

**KINDERGARTEN FOLLOW-UP**  
**SPRING 2012**



**Date Completed:** \_\_\_ \_\_\_ / \_\_\_ \_\_\_ / \_\_\_ \_\_\_  
                          **MM**  **DD**  **YY**

*As part of the Head Start CARES research study, we would like you to answer some questions about selected children in your classroom. Please fill out the following form about yourself only **once**. Next, please fill out a teacher report for **each child** for which we have sent you a form. The research project is being carried out by MDRC and sponsored by the Office of Head Start and the Office of Planning, Research and Evaluation in the Administration for Children and Families, to learn about ways that teachers and children succeed in early educational classrooms. This information is crucial in helping us understand the impacts of social emotional programming on children as they transition into elementary school.*

*Your participation is completely voluntary and you may, without penalty, skip any questions you do not wish to answer. However, please know that the answers to these questions will be kept private to the extent permitted by law and will be used for research purposes only. To make sure we keep your information as private as possible, all paper data will be stored in locked research facilities and electronic files will be password-protected. You will receive \$7 for each report that you fill out as a token of our appreciation. This report will take approximately 20 minutes to complete. Thank you!*

***First, we would like you to answer the following few questions about yourself.***

***You only need to complete one cover sheet, then please fill out a teacher report for each child for which we have sent you a form.***

**Survey Instructions:**

1. Please use pencil so that you can fix mistakes easily.
2. Bubbles should be filled in completely.
3. You may skip any questions you do not wish to answer.
4. You will receive \$7 for each report that you fill out as a token of our appreciation. Thank you!

**Section 1**

*In this section, we would like to learn more about you and your professional background.*

Date: \_\_\_ / \_\_\_ / 2012

Name of school \_\_\_\_\_

A11. How many years have you been teaching in early elementary school- Kindergarten through 3rd grade- as either lead or assistant teacher?

- |                  |                                     |
|------------------|-------------------------------------|
| _ _  years       | _ _  months                         |
| Don't know       | <input type="radio"/> <sub>16</sub> |
| Refuse to answer | <input type="radio"/> <sub>17</sub> |

A32. What is the highest grade or year of school that you completed?

- |   |                                     |              |
|---|-------------------------------------|--------------|
| Less than High School                     | <input type="radio"/> <sub>1</sub>  | } → GO TO H2 |
| High School Diploma/Equivalent            | <input type="radio"/> <sub>2</sub>  |              |
| Some college, but did not obtain a degree | <input type="radio"/> <sub>3</sub>  |              |
| Associate's Degree                        | <input type="radio"/> <sub>4</sub>  |              |
| Bachelor's Degree                         | <input type="radio"/> <sub>5</sub>  |              |
| At least some graduate training           | <input type="radio"/> <sub>6</sub>  |              |
| Don't know                                | <input type="radio"/> <sub>16</sub> | } → GO TO H2 |
| Refuse to answer                          | <input type="radio"/> <sub>17</sub> |              |

A33. Is your degree in a field of early childhood, including child development, developmental psychology, early childhood education, elementary education, or special education?

- |                  |                                     |
|------------------|-------------------------------------|
| Yes              | <input type="radio"/> <sub>1</sub>  |
| No               | <input type="radio"/> <sub>2</sub>  |
| Don't know       | <input type="radio"/> <sub>16</sub> |
| Refuse to answer | <input type="radio"/> <sub>17</sub> |

*We are interested in your past training and professional development as a teacher.*

H2. In this school year or last school year, have you had training in:

	No		Yes	Total number of hours in this school year or last school year?
a. how to foster social behavior and emotional skills in preschoolers?	<input type="radio"/> <sub>0</sub>		<input type="radio"/> <sub>1</sub> →	
b. classroom management?	<input type="radio"/> <sub>0</sub>		<input type="radio"/> <sub>1</sub> →	
c. children's attention or self-regulation skills?	<input type="radio"/> <sub>0</sub>		<input type="radio"/> <sub>1</sub> →	
d. children's early literacy?	<input type="radio"/> <sub>0</sub>		<input type="radio"/> <sub>1</sub> →	

**Section 2**

*In this section, we would like some information about your classroom.*

B13. Do you teach more than one session (e.g. AM and PM session)? Yes <sub>1</sub> No <sub>2</sub>

B14. Do you have CARES children in more than one session (e.g. AM and PM)? Yes <sub>1</sub> No <sub>2</sub>

*Please answer the following questions based on your classroom on a typical day. If you have more than one session with CARES children in it, please respond to the following questions about the AM session.*

B1. Is this classroom full day or part day? Full day <sub>1</sub> Part day <sub>2</sub>

B15. Number of children enrolled in classroom: ||

B4. Number of teachers/teaching assistants assigned to classroom (please include yourself): ||

B5. Average number of children absent **on any given day**: ||

B8. Number of children enrolled in the school: |||

B9. What grade is the classroom you currently teach?

- Preschool <sub>1</sub>  
 Kindergarten <sub>2</sub>  
 Transition grade <sub>3</sub>  
 First grade <sub>4</sub>  
 Don't know <sub>16</sub>  
 Refuse to answer <sub>17</sub>

B10. What type of school is the classroom you currently teach in?

- Public <sub>1</sub>  
 Private <sub>2</sub>  
 Parochial <sub>3</sub>  
 Don't know <sub>16</sub>  
 Refuse to answer <sub>17</sub>

B11. At this point in the kindergarten year, how would you rate the behavior of children in this class? Would you say...

- The group misbehaves very frequently and is almost always difficult to handle <sub>1</sub>  
 The group misbehaves frequently and is often difficult to handle <sub>2</sub>  
 The group misbehaves occasionally <sub>3</sub>  
 The group behaves well <sub>4</sub>  
 The group behaves exceptionally well <sub>5</sub>  
 Don't know <sub>16</sub>  
 Refuse to answer <sub>17</sub>

B12. How many children with limited English proficiency (LEP) are there in this classroom? ||

**Section 3**

*In this section, we would like some information about your school. Think about how well the statements below describe your school environment*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
N1. Most students are pleasant and friendly to teachers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N2. Most students are helpful and cooperative to teachers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N3. There are many disruptive, difficult students in this school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N4. There are many noisy, badly-behaved students.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N5. Students get along well with teachers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N6. Most students are well-mannered and respectful to the school staff.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N7. Strict discipline is needed to control many of the students.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N8. The supply of equipment and resources is inadequate.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N9. Facilities are inadequate for catering for a variety of classroom activities and learning groups of different sizes.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N10. There is constant pressure to keep working.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N11. Teachers have to work long hours to complete all their work.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N12. There is no time for teachers to relax.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
N13. It is hard to keep up with your workload.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

*We have a few more questions about you. Please remember that your answers will be kept completely private. The following questions ask about how you have been feeling during the **past 30 days**. For each question, please mark the number that best describes how often you had this feeling.*

During the last <u>30 days</u> , about how often did you feel...	None of the time	A little of the time	Some of the time	Most of the time	All of the time
E1... nervous?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
E2... hopeless?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
E3... restless or fidgety?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
E4... so depressed that nothing could cheer you up?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
E5... that everything was an effort?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
E6... worthless?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

- A1. What is your age?      |\_\_|\_\_| YEARS
- A2. What is your gender? Female <sub>1</sub> Male <sub>2</sub>
- A4. Are you of Spanish, Hispanic, or Latino origin?  
Yes <sub>1</sub>  
No <sub>0</sub>  
Don't know <sub>16</sub>  
Refuse to answer <sub>17</sub>
- A6. What is your race? You may name more than one if you like.  
White <sub>1</sub>  
Black or African American <sub>2</sub>  
American Indian or Alaska Native <sub>3</sub>  
Asian <sub>4</sub>  
Native Hawaiian or Pacific Islander <sub>5</sub>  
Don't know <sub>16</sub>  
Refuse to answer <sub>17</sub>

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

**KINDERGARTEN FOLLOW-UP  
SPRING 2012**



**Date Completed:** \_\_\_ \_\_\_ / \_\_\_ \_\_\_ / \_\_\_ \_\_\_  
MM DD YY

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Appendix A.1: Head Start CARES Teacher Report on Individual Children

OMB #: 0970-0364

Expiration Date: XX/XX/2012

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In this section, we will be asking you some questions that are designed to measure how often this child exhibits certain social skills. Please fill in only one circle for each item.

The student....	Never	Sometimes	Very Often
A1. follows the teacher's directions.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A2. makes friends easily.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A3. appropriately tells the teacher when he or she thinks unfair treatment has been received.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A4. responds appropriately to teasing by peers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A5. appropriately questions rules that may be unfair.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A6. attempts classroom tasks before asking for the teacher's help.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A7. controls temper in conflict situations with adults.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A8. gives compliments to peers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A9. participates in games or group activities.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A10. produces correct schoolwork.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A11. helps the teacher without being asked.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A12. introduces himself or herself to new people without being told.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A13. accepts peers' ideas for group activities.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A14. cooperates with peers without prompting.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A15. waits her or his turn in games or other activities.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A16. uses time appropriately while waiting for the teacher's help.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A17. says nice things about himself or herself when appropriate.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A18. uses free time in an acceptable way.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A19. acknowledges compliments or praise from peers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A20. controls her or his temper in conflict situations with peers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A21. follows rules when playing games with others.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A22. finishes class assignments within specified time limits.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
A23. compromises in conflict situations by changing his own ideas to reach agreement.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>

The student...	Never	Sometimes	Very Often
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Appendix A.1: Head Start CARES Teacher Report on Individual Children

OMB #: 0970-0364

Expiration Date: XX/XX/2012

A24. initiates conversations with peers.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>
A25. invites others to join in activities.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>
A26. receives criticism well.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>
A27. puts work materials or school property away.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>
A28. responds appropriately to peer pressure.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>
A29. joins in ongoing activities or group without being told to do so.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>
A30. volunteers to help peers with classroom tasks.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>

*In this section, please reflect on the degree to which each of the following statements currently applies to your relationship with this child. Please fill in only one response for each item.*

	Definitely does not apply	Not really	Neutral, not sure	Applies somewhat	Definitely applies
B1. I share an affectionate, warm relationship with this child.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B2. This child and I always seem to be struggling with each other.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B3. If upset, this child will seek comfort from me.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B4. This child is uncomfortable with physical affection or touch from me.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B5. This child values his/her relationship with me.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B6. When I praise this child, he/she beams with pride.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B7. This child spontaneously shares information about himself/herself.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B8. This child easily becomes angry with me.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B9. It is easy to be in tune with what this child is feeling.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B10. This child remains angry or is resistant after being disciplined.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B11. Dealing with this child drains my energy.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B12. When this child is in a bad mood, I know we're in for a long and difficult day.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B13. This child's feelings toward me can be unpredictable or can change suddenly.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B14. This child is sneaky or manipulative with me.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
B15. This child openly shares his/her feelings and experiences with me.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

*The following are statements that describe the behavior of many children. Please mark whether each statement has been **OFTEN** true, **SOMETIMES** true, or **NOT** true of this child **since the beginning of school**. Please fill in only one response for each item.*

Appendix A.1: Head Start CARES Teacher Report on Individual Children

OMB #: 0970-0364

Expiration Date: XX/XX/2012

Since the beginning of school...	Often True	Someti mes True	Not True
C1. (he/she) has sudden changes in mood or feelings.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C2. (he/she) feels or complains that no one loves him/her.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C3. (he/she) is rather high strung, tense or nervous.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C4. (he/she) cheats or tells lies.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C5. (he/she) is too fearful or anxious.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C6. (he/she) argues too much.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C7. (he/she) has difficulty concentrating, cannot pay attention for long.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C8. (he/she) is easily confused, seems to be in a fog.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C9. (he/she) bullies, or is cruel or mean to others.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C10. (he/she) is disobedient at home.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C11. (he/she) is disobedient at school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C12. (he/she) does not seem to feel sorry after he/she misbehaves.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C13. (he/she) has trouble getting along with other children.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C14. (he/she) has trouble getting along with other teachers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C15. (he/she) is impulsive, or acts without thinking.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C16. (he/she) feels worthless or inferior.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C17. (he/she) is not liked by other children.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C18. (he/she) has difficulty getting his/her mind off certain thoughts, has obsessions.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C19. (he/she) is restless or overly active, cannot sit still.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C20. (he/she) is stubborn, sullen, or irritable.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C21. (he/she) has a very strong temper and loses it easily.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C22. (he/she) is unhappy, sad, or depressed.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C23. (he/she) is withdrawn, does not get involved with others.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C24. (he/she) breaks things on purpose or deliberately destroys his/her own or another's things.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C25. (he/she) clings to adults.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C26. (he/she) cries too much.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C27. (he/she) demands a lot of attention.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>
C28. (he/she) is too dependent on others.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>

*In this section, please mark the number of each question that best describes the behavior and skills of this child. You may use the even-numbered points if the child falls between the behavioral descriptors. Please fill in only one.*

**D2. Performance on Daily Non-Academic Tasks**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
Cheerfully does own chores, then takes on extra duties		Independently attends to routines		Will do chores, but only with prodding		Often refuses to do daily chores

---

**D4. Relevant Participation in Group Discussions**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

---

**D6. Behavior During Designated Work Time**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

---

**D14. Participation in Outdoor Games**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
Superior player; takes leadership role		Plays most games adequately		Is a sluggish and unwilling participant		Disrupts others' play; hoards equipment; cheats at games

---

**D18. Expression of Feelings and Ideas During Discussion**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

---

**D19. Response to Others' Mistakes or Misfortune**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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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**D23. Activity Level in Group Activities**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

---

**D24. Work and Play with Peers**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

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**D25. Listening to Teacher Giving Instructions to Group**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

---

**D27. Compliance with Teacher's Instructions Relating to Work**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

---

**D28. Social Interaction**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

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**D29. Completion of Games and Activities**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
Finishes any activity that is begun		Generally persistent; rarely quits		Loses interest in group games and activities before a logical conclusion is reached		Abruptly disengages from cooperative activity to begin something else

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**D32. Independent Work**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
Works independently without supervision		Works alone with minimal supervision		Disorganized; tries to work but requires much assistance or prompting		Lacking self-motivation; teacher prompting has only slight impact on work habits

**D33. Memory for Instructions**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

**D36. Organization of Work Products**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

**D37. Functioning within Designated Time Periods**

<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>6</sub>	<input type="radio"/> <sub>7</sub>
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

In this section, you will be asked to assess the academic skills of this child in several domains. Please read each question and its associated example and provide only one rating for each skill.

### E. Language and Literacy

This child...	Not yet	Beginning	In progress	Inter-mediate	Proficient	Not applicable
<b>E1. 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?"	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E2. 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.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E3. easily and quickly names all upper and lower case letters of the alphabet.</b>	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E4. produces rhyming words.</b> For example: says a word that rhymes with "chip," "shop," "drink," or "light."	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E5. predicts what will happen next in stories by using the pictures and storyline for clues.</b>	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E6. reads simple books independently.</b> For example: reads books with a repetitive language pattern.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E7. 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.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E8. 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.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>E9. uses the computer for a variety of purposes.</b> For example: by drawing pictures, counting objects, or typing numbers, letters, or words.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>



Please read each question and its associated example and provide only one rating for each skill.

**F. General Knowledge**

This child...	Not yet	Beginnin g	In progress	Inter- mediat e	Proficient	Not applicabl e
<b>F1. recognizes distinct differences in habits and living patterns between him/herself and other groups 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.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>F2. 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.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>F3. 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.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>F4. forms explanations based on observations and explorations.</b> For example: by describing or drawing the conditions (water, soil, sun) that help a plant grown, or by explaining that a block will slide more quickly down a steeper slope.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>
<b>F5. 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.”	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>0</sub>

Please read each question and its associated example and provide only one rating for each skill.

**G. Mathematical Knowledge**

This child...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
<b>G1.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.”	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 0
<b>G2.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.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 0
<b>G3.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.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 0
<b>G4.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?”	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 0
<b>G5.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.”	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 0
<b>G6.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.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 0
<b>G7.uses a variety of strategies to solve math problems.</b> For example: using manipulative materials, looking for a pattern, or acting out a problem.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 0

*In this section, you will be asked to answer questions about your perceptions of the parents/caregivers of this child. Please remember that your answers to these and all questions will be kept completely confidential. Please select only one answer.*

	Not at all	A little	Somewhat	A lot	A great deal
H1. How much are this child's parents interested in getting to know you?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H2. How well do you feel you can talk to and be heard by this child's parents?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H3. If you had concerns about or a problem with this child, how comfortable would you feel talking to his or her parents about it?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H4. How often do this child's parents ask questions or make suggestions about the child?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H5. How much do you feel that this child's parents and your school have the same goals for this child?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H6. 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?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H7. How often does a parent of this child volunteer at your school?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H8. How involved are the parents of this child in his or her education?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
H9. How important does education seem to be to this family?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

*In this section, you will be asked to answer a few more questions about the child.*

**I1. During this academic year, has this child been absent...**

- |                 |                               |                                 |                              |                                    |
|-----------------|-------------------------------|---------------------------------|------------------------------|------------------------------------|
| 1               | 2                             | 3                               | 4                            | 5                                  |
| Hardly any days | Fewer days than most children | About an average number of days | More days than most children | A lot more days than most children |

**I2. Do you expect this child to be promoted or retained?**

- Promoted  O<sub>1</sub>
- Retained  O<sub>2</sub>

Don't know

<sub>16</sub>

Refused

<sub>17</sub>

<b>Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level?</b>	<b>Far below average</b>	<b>Below average</b>	<b>Average</b>	<b>Above average</b>	<b>Far above average</b>
13. Language and literacy skills	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
14. Science and social studies	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
15. Mathematical skills	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

*In this section, you will be asked to answer a few more questions about any special services received by the child.*

<b>Does this child receive...</b>	<b>No</b>	<b>Yes</b>	<b>If yes, how many hours per week?</b>
16. Speech or language therapy?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	_____ hours
17. Occupational therapy?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	_____ hours
18. Mental health consultation?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	_____ hours
19. Physical therapy?	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	_____ hours