

|    | A  | B | C  | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|----|--|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1  | <p>This file contains a listing of every question asked of parents, general classroom teachers, special education teachers, and school administrators in the spring first grade and fall second grade data collection rounds. For each question, the question wording is provided, along with the item source, the construct the item measures, and the specific research question in Part C of this OMB package for which the item is intended to provide information.</p> <p>Each worksheet in this file pertains to one instrument. The worksheet name notes the specific instrument, as well as the appendix within the OMB package in which the full instrument can be found. Below is a list of the worksheet name and a full description of the instrument to which the worksheet pertains. Note that there is no worksheet provided for the questions asked of children. Those questions will be asked at the beginning of the hearing screening and will provide information that can be used in analyses of the hearing screening results.</p> |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2  |  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3  | <b>Worksheet Name</b>  |   | <b>Instrument</b>  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4  | App B Spring 1st Parent Interv   |   | Spring First-Grade Parent Interview, Appendix B  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5  | App B Fall 2nd Parent Interview  |   | Fall Second-Grade Parent Interview, Appendix B   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6  | App C Spring 1st TQA (Class)   |   | Spring First-Grade General Classroom Teacher Teacher-/Classroom-Level Questionnaire, Appendix C  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7  | App C Spring 1st TQC (Child)   |   | Spring First-Grade General Classroom Teacher Child-Level Questionnaire, Appendix C   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8  | App C Spring K TQA (Class)   |   | Spring First-Grade General Classroom Teacher Teacher-/Classroom-Level Questionnaire Teachers of Study Children in Kindergarten, Appendix C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9  | App C Spring K TQC (Child)   |   | Spring First-Grade General Classroom Teacher Child-Level Questionnaire, Teachers of Study Children in Kindergarten Appendix C              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10 | App C Fall 2nd TQC (Child)   |   | Fall Second-Grade General Classroom Teacher Child-Level Questionnaire, Appendix C  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11 | App D Spring 1st SpEd TQA  |   | Spring First-Grade Special Education Teacher Teacher-Level Questionnaire, Appendix D   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12 | App D Spring 1st SpEd TQB (Child)  |   | Spring First-Grade Special Education Teacher Child-Level Questionnaire, Appendix D   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13 | App E Spring 1st School Adm A  |   | Spring First-Grade School Administrator Questionnaire, Appendix E  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14 | App E Spring 1st School Adm B  |   | Spring First-Grade School Administrator Questionnaire For Continuing Schools, Appendix E   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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|----|----------------------------------|--|----------------------|------------------|--------------------------|
| 1  | <b>Spring First-Grade Parent</b> | <b>Interview, Appendix B</b>   |                      |                  |                          |
| 2  | <b>Item #</b>                    | <b>Item Stem</b>   | <b>Source</b>        | <b>Construct</b> | <b>Research Question</b> |
| 3  | INQ.005                          | {In the fall of 2010/Last fall/Last spring}, we spoke with {NAME OF RESPONDENT} who took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 on {DATE OF LAST INTERVIEW}. Am I talking to the same person?   | ECLS-K               | Introduction     | NA                       |
| 4  | INQ.010                          | May I please speak with {NAME OF PREVIOUS ROUND RESPONDENT}?   | ECLS-K               | Introduction     | NA                       |
| 5  | INQ.015                          | Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 6  | INQ.020                          | May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?  | NHES:2007 (modified) | Introduction     | NA                       |
| 7  | INQ.025                          | May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 8  | INQ.030                          | May I have your name please?   | ECLS-K               | Introduction     | NA                       |
| 9  | INQ040/040b                      | <p>(As I mentioned earlier), you and {CHILD} have been selected to take part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p> | ECLS-K               | Introduction     | NA                       |
| 10 | INQ.041                          | Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 11 | INQ.042                          | May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?  | NHES:2007 (modified) | Introduction     | NA                       |
| 12 | INQ.043                          | May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 13 | INQ.060                          | {[}May I have your name, please?{]}  | ECLS-K               | Introduction     | NA                       |
| 14 | INQ.070                          | [May I have your name, please?]  | ECLS-K               | Introduction     | NA                       |

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| 15 | INQ.080/080b | <p>(As I mentioned earlier), you and {CHILD} were selected to take part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p>                            | ECLS-K | Introduction | NA  |
| 16 | INQ.090/090b | <p>{In the fall of 2010/Last fall/Last spring}, you and {CHILD} took part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences since our last interview. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p> | ECLS-K | Introduction | NA  |
| 17 | INQ.110      | I would like to verify the spelling of your name for our records. Is your first name spelled {FIRST NAME OF PREVIOUS ROUND RESPONDENT}?   | ECLS-K | Introduction | NA  |
| 18 | INQ.112      | How do you spell your first name?   | ECLS-K | Introduction | NA  |
| 19 | INQ.115      | [I would like to verify the spelling of your name for our records. Is your last name spelled] {LAST NAME OF PREVIOUS ROUND RESPONDENT}?   | ECLS-K | Introduction | NA  |
| 20 | INQ.116      | How do you spell your last name?  | ECLS-K | Introduction | NA  |
| 21 | INQ.130      | Before we begin the interview, I would like to verify some information. I have recorded {CHILD's FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?   |        | Introduction | NA  |
| 22 | INQ.160      | ASK IF NOT OBVIOUS: {I have {CHILD} recorded as {male/female}. Is that correct?}/{Is {CHILD} male or female?}   | ECLS-K | Child's sex  | PQ1 |

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| 23 | INQ.170       | {I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}  | ECLS-K      | Child's date of birth                        | PQ1      |
| 24 | INQ.175       | So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ.170} years old. Is that correct?   | ECLS-K      | Child's date of birth                        | PQ1      |
| 25 | INQ.176       | How old is {CHILD}?  | ECLS-K      | Child's date of birth                        | PQ1      |
| 26 | INQ180        | I have recorded that {CHILD}'s home address is...Is this still correct?  | ECLS-K      | Introduction                                 | NA       |
| 27 | INQ190        | What is {CHILD}'s home address?  |             | Introduction                                 | NA       |
| 28 | INQ.200       | I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?  | ECLS-K      | Introduction                                 | NA       |
| 29 | INQ.205       | {What is {CHILD}'s family's current home phone number?}  | ECLS-K      | Introduction                                 | NA       |
| 30 | INQ.210       | As part of the study, we are testing children's hearing. We would like to get your permission to do this with {CHILD}. For our records, please state your name, your relationship to {CHILD}, {CHILD}'s name, and that you give us permission to test {CHILD}'s hearing.   | ECLS-K      | Consent for hearing screening                | NA       |
| 31 | INQ.300       | Next, I have a few questions about {CHILD}'s background. Was {CHILD} born in this country, that is, in any of the fifty states or the District of Columbia?  | ECLS-K      | Country of origin for sample child           | PQ1, PQ3 |
| 32 | INQ.310/312OS | In what country or territory was {CHILD} born?   | ECLS-K      | Country of origin for sample child           | PQ1, PQ3 |
| 33 | INQ.320       | In what year did {CHILD} come to the United States to stay?  | ECLS-K      | Length of residence in U.S. for sample child | PQ1, PQ3 |
| 34 | INQ.330       | Is {CHILD} a U.S. citizen?   | ECLS-K      | Citizenship of child                         | PQ1, PQ3 |
| 35 | PIQ.051       | To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her} current school? Would you say that {CHILD} being able to go to {his/her} current school was...<br>1. a primary factor in choosing where you live,<br>2. one of several factors, or<br>3. not a factor in choosing where you live? | ECLS-K      | Parent's choice of school for child          | PQ5      |
| 36 | PIQ.060       | Is {CHILD} attending {his/her} regularly assigned school or a school that you or someone else in your household chose?   | ECLS-K      | Parent's choice of school for child          | PQ5      |
| 37 | PIQ.065       | Does {CHILD} attend a school?  | ECLS-K:2011 | School attendance by homeschooled child      | PQ5      |
| 38 | PIQ.066       | How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities.  | NHES:2007   | School attendance by homeschooled child      | PQ5      |

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| 39 | PIQ.130 | Since the beginning of this school year, have you or the other adults in your household attended an open house or a back-to-school night?   | ECLS-K      | Parent participation in school activities                             | PQ5 |
| 40 | PIQ.140 | [Since the beginning of this school year, have you or the other adults in your household...]<br>Attended a meeting of a PTA, PTO, or Parent-Teacher Organization?   | ECLS-K      | Parent participation in school activities                             | PQ5 |
| 41 | PIQ.150 | [Since the beginning of this school year, have you or the other adults in your household...]<br>Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?   | ECLS-K      | Parent attendance at parent-teacher conferences and meetings          | PQ5 |
| 42 | PIQ.160 | [Since the beginning of this school year, have you or the other adults in your household...]<br>Attended a school or class event, such as a play, sports event, or science fair?  | ECLS-K      | Parent participation in school activities                             | PQ5 |
| 43 | PIQ.170 | [Since the beginning of this school year, have you or the other adults in your household...]<br>Served as a volunteer in {CHILD}'s classroom or elsewhere in the school?  | NHES:2007   | Parent participation in school activities                             | PQ5 |
| 44 | PIQ.185 | During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?  | ECLS-K:2011 | Parent participation in school activities                             | PQ5 |
| 45 | PIQ190  | For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year. The school lets you know between report cards how {CHILD} is doing in school. Would you say {CHILD}'s school...<br>Does this very well,<br>Just OK, or<br>Doesn't do this at all? | ECLS-K      | School practices to communicate with parent and encourage involvement | PQ5 |
| 46 | PIQ200  | [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school helps you understand what children at {CHILD}'s age are like. Would you say {CHILD}'s school...<br>Does this very well,<br>Just OK, or<br>Doesn't do this at all?    | ECLS-K      | School practices to communicate with parent and encourage involvement | PQ5 |
| 47 | PIQ210  | [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school makes you aware of chances to volunteer at the school. Would you say {CHILD}'s school...<br>Does this very well,<br>Just OK, or<br>Doesn't do this at all?           | ECLS-K      | School practices to communicate with parent and encourage involvement | PQ5 |

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| 48 | PIQ220  | [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides workshops, materials, or advice about how to help {CHILD} learn at home. Would you say {CHILD}'s school...<br>Does this very well,<br>Just OK, or<br>Doesn't do this at all? | ECLS-K    | School practices to communicate with parent and encourage involvement | PQ5      |
| 49 | PIQ230  | [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides information on community services to help {CHILD} or your family. Would you say {CHILD}'s school...<br>Does this very well,<br>Just OK, or<br>Doesn't do this at all?        | ECLS-K    | School practices to communicate with parent and encourage involvement | PQ5      |
| 50 | PIQ290  | How often in the past month has {CHILD}'s teacher sent home ideas for things to do with {CHILD} at home? (THIS INCLUDES HOMEWORK.) Would you say...<br>Never<br>One or two times, or<br>Three or more times?   | ECLS-K    | School practices to communicate with parent and encourage involvement | PQ5      |
| 51 | PIQ300  | About how many parents of children in {CHILD}'s class do you talk with regularly, either in person, on the phone, or by texting, e-mailing, or using a social networking site?   | ECLS-K    | Parent networks   | PQ5      |
| 52 | PIQ500  | How many times was {CHILD} late for school during the past four weeks?   | ECLS-K    | Tardiness to school   | PQ5      |
| 53 | PIQ.510 | How often does {CHILD} do homework at home? Would you say...<br>Less than once a week<br>1 to 2 times a week<br>3 to 4 times a week, or<br>5 or more times a week?   | ECLS-K    | Frequency child does homework at home                                 | PQ5      |
| 54 | PIQ.515 | How do you feel about the amount of homework {CHILD} is assigned? Would you say...<br><br>The amount is about right<br>It's too much, or<br>It's too little?   | NHES:2007 | Parent's views about amount of homework the child has                 | PQ4, PQ5 |

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| 55 | PIQ.520       | During this school year, how often did you or someone else help {him/her} with {his/her} homework?<br>Never<br>Less than once a week<br>1 to 2 times a week<br>3 to 4 times a week, or<br>5 or more times a week?   | ECLS-K | How often parent or someone else helped child with homework  | PQ4, PQ5 |
| 56 | FSQ.010       | Now I have a few questions about your household. We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview.<br><br>As I read each person's name again, please tell me if he or she <u>still</u> lives in this household.<br><br>Does {NAME} <u>still</u> live in this household?   | ECLS-K | Current household roster   | PQ1, PQ3 |
| 57 | FSQ.015/015OS | Why is {NAME} no longer living in this household?   | ECLS-K | Information about why people who were in the household in a previous round of collection have left the household | PQ1, PQ3 |
| 58 | FSQ020        | {Other than the people I just asked about, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since our last interview? Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}<br><br>{Now I have a few questions about your household. We have noted that you and {CHILD} currently live in this household. First I'd like to ask you some questions about yourself, then I'd like you to please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.} | ECLS-K | Current household roster   | PQ1, PQ3 |
| 59 | FSQ.025       | ENTER LAST NAME OF {NAME}.  | ECLS-K | Current household roster   | PQ1, PQ3 |
| 60 | FSQ.030       | How old {are you/is {NAME}}?  | ECLS-K | Current household roster   | PQ1, PQ3 |

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| 61 | FSQ.040 | CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME} male or female?}  | ECLS-K | Current household roster                                     | PQ1, PQ3 |
| 62 | FSQ.045 | CHECK HOUSEHOLD MATRIX.   | ECLS-K | Current household roster                                     | PQ1, PQ3 |
| 63 | FSQ.060 | Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?  | ECLS-K | Current household roster                                     | PQ1, PQ3 |
| 64 | FSQ.110 | Do you have a spouse or partner who lives in this household?  | ECLS-K | Marital status of the primary caretakers                     | PQ1, PQ3 |
| 65 | FSQ.120 | Who in the household is your spouse or partner?   | ECLS-K | Marital status of the primary caretakers                     | PQ1, PQ3 |
| 66 | FSQ.121 | During our last interview, it was reported that you were {the girlfriend or female partner of {CHILD}'s parent or guardian}/the boyfriend or male partner of {CHILD}'s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/{CHILD}'s relative, but not a guardian/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in your relationship to {CHILD}?   | ECLS-K | Change in family relationship of key parent figures to child | PQ1, PQ3 |
| 67 | FSQ.122 | During our last interview, it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}? | ECLS-K | Change in family relationship of key parent figures to child | PQ1, PQ3 |
| 68 | FSQ.130 | What is {your/{NAME}'s} relationship to {CHILD}?  | ECLS-K | Change in family relationship of key parent figures to child | PQ1, PQ3 |
| 69 | FSQ.140 | {Are you/Is {NAME}} {CHILD}'s...<br>Biological or birth mother<br>Adoptive mother<br>Step mother<br>Foster mother or female guardian, or<br>Other female parent or guardian?  | ECLS-K | Change in family relationship of key parent figures to child | PQ1, PQ3 |
| 70 | FSQ.150 | {Are you/Is {NAME}} {CHILD}'s...<br>Biological or birth father<br>Adoptive father<br>Step father<br>Foster father or male guardian, or<br>Other male parent or guardian?  | ECLS-K | Change in family relationship of key parent figures to child | PQ1, PQ3 |



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| 71 | FSQ.160       | {Are you/Is {NAME}} {CHILD}'s...<br>Full sister,<br>Half sister,<br>Step sister,<br>Adoptive sister, or<br>Foster sister?  | ECLS-K | Change in family relationship of key parent figures to child  | PQ1, PQ3 |
| 72 | FSQ.170       | {Are you/Is {NAME}} {CHILD}'s...<br>Full brother,<br>Half brother,<br>Step brother,<br>Adoptive brother, or<br>Foster brother?                                   | ECLS-K | Change in family relationship of key parent figures to child  | PQ1, PQ3 |
| 73 | FSQ.180/181   | {Are you/Is {NAME}} {CHILD}'s...   | ECLS-K | Change in family relationship of key parent figures to child  | PQ1, PQ3 |
| 74 | FSQ.190       | {Are you/Is {NAME}} Hispanic or Latino?  | ECLS-K | Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures) | PQ1, PQ3 |
| 75 | FSQ.195       | What is {your/{NAME}'s} race? You may name one or more races to indicate what {you/NAME} {consider/considers} {yourself/himself/herself} to be.                  | ECLS-K | Race of child, parent figures, respondent and respondent's spouse (if no mother or father figures)      | PQ1, PQ3 |
| 76 | FSQ.200       | {FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married {FILL 3}?                                    | ECLS-K | Marital status of the primary caretakers  | PQ1, PQ3 |
| 77 | FSQ.212/212OS | Now I have a few questions about {your/{NAME}'s} country of birth. In what country {were/was} {you/{NAME}} born?   | ECLS-K | Country of origin for parents   | PQ1, PQ3 |
| 78 | FSQ.213       | How old {was/were} {you/{NAME}} when {you/{he/she}} first moved to {any of the fifty states in the United States or the District of Columbia/the United States}? | ECLS-K | Length of residence in U.S. for parents   | PQ1, PQ3 |
| 79 | PLQ.020       | Is any language other than English regularly spoken in your home?  | ECLS-K | Languages spoken in the home  | PQ1, PQ3 |
| 80 | PLQ.030       | Is English also spoken in your home?   | ECLS-K | Languages spoken in the home  | PQ1, PQ3 |
| 81 | PLQ.040/040OS | What languages other than English are spoken in your home?   | ECLS-K | Languages spoken in the home  | PQ1, PQ3 |
| 82 | PLQ.060/060OS | What is the <u>primary</u> language spoken in your home?   | ECLS-K | Languages spoken in the home  | PQ1, PQ3 |

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| 83 | PLQ.083 | How often {do/does} {you/{NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? Would you say never, sometimes, often, or very often?  | ECLS-K      | Non-English language use  | PQ1, PQ3      |
| 84 | PLQ.090 | How often does {CHILD} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?   | ECLS-K      | Non-English language use  | PQ1, PQ3      |
| 85 | PLQ.095 | This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English? [Has that made it harder for you to participate in activities at {CHILD}'s school?] | ECLS-K      | Non-English language as a barrier to parent involvement with the school | PQ3, PQ5      |
| 86 | PLQ.096 | Does {CHILD} have someone at home who can help {CHILD} with homework that is written in English?   | NEW         | Non-English language as a barrier to helping with homework              | PQ3, PQ5      |
| 87 | PLQ.110 | {You said that (English/NON-ENGLISH LANGUAGE/a language other than English) is spoken in your home.} When {CHILD}'s teacher sends home notes or newsletters, are these in (English/NON-ENGLISH LANGUAGE/a language that you speak)?  | ECLS-K      | Non-English language use and communication with the child's school      | PQ1, PQ3, PQ5 |
| 88 | HEQ.030 | In a typical <u>week</u> , how often do you or any other family members read books to {CHILD}?<br>Would you say...<br>Not at all<br>Once or twice a week<br>3-6 times a week, or<br>Every day?   | ECLS-K      | Frequency of reading activities with child                              | PQ4           |
| 89 | HEQ.035 | In a typical <u>week</u> , how often do you or any other family members read books to {CHILD} in {PRIMARY LANGUAGE/a language other than English}. Would you say...<br>Not at all<br>Once or twice a week<br>3-6 times a week, or<br>Every day?  | ECLS-K:2011 | Frequency of reading activities with child                              | PQ4           |
| 90 | HEQ.036 | Generally, how long is {CHILD} read to at each of these times?   | ECLS-K      | Duration of reading activities with child                               | PQ4           |
| 91 | HEQ.040 | About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children.  | ECLS-K      | Literacy materials in the home  | PQ4           |

|     | A             | B   | C                    | D   | E        |
|-----|---------------|---|----------------------|---|----------|
| 92  | HEQ.045       | {Is this book/Are these books} {mainly} in English{,} {or} {PRIMARY LANGUAGE/a language other than English} {,or is one in English and the other in {PRIMARY LANGUAGE/,or a language other than English}/,or are there about the same number of books in English as in {PRIMARY LANGUAGE/another language}? | ECLS-K:2011          | Literacy materials in the home                      | PQ4      |
| 93  | HEQ.105       | In the past month, that is, since {MONTH} {DAY}, has anyone in your family visited a library or bookstore with {CHILD}?   | ECLS-K (modified)    | Literacy related outings                            | PQ4      |
| 94  | HEQ.210       | In the <u>past week</u> , how often did {CHILD} read to {himself/herself} or to others outside of school? Would you say...<br>Never<br>Once or twice a week<br>3 to 6 times a week, or<br>Every day?  | ECLS-K               | Frequency of reading activities with child          | PQ2, PQ4 |
| 95  | HEQ.215       | Generally, how long did {CHILD} read to {himself/herself} at each of these times?   | ECLS-K               | Frequency of reading activities with child          | PQ2, PQ4 |
| 96  | HEQ.220       | Do you have a home computer or other electronic device that {CHILD} uses?   | ECLS-K               | Availability and use of electronic/computer devices | PQ4      |
| 97  | HEQ.280       | Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?  | ECLS-K               | Tutoring  | PQ5      |
| 98  | HEQ.290/290OS | What is {CHILD} tutored in?   | ECLS-K               | Tutoring  | PQ5      |
| 99  | HEQ300        | Outside of school hours in the past <u>year</u> , has {CHILD} participated in: Academic activities, like science, computers, math lab, or taking a class to learn a language other than English?  | NHES 2007 (modified) | Child activities outside of school hours            | PQ4      |
| 100 | HEQ310        | [Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Organized athletic activities, like basketball, soccer, baseball, or gymnastics?   | ECLS-K               | Child activities outside of school hours            | PQ4      |
| 101 | HEQ320        | [Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Organized clubs or recreational programs, like scouts?   | ECLS-K               | Child activities outside of school hours            | PQ4      |
| 102 | HEQ330        | [Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Music lessons, for example, piano, instrumental music or singing lessons?  | ECLS-K               | Child activities outside of school hours            | PQ4      |
| 103 | HEQ340        | [Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Drama classes?   | ECLS-K               | Child activities outside of school hours            | PQ4      |
| 104 | HEQ350        | [Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Art classes or lessons, for example, painting, drawing, or sculpture?  | ECLS-K               | Child activities outside of school hours            | PQ4      |

|     | A           | B  | C           | D   | E        |
|-----|-------------|--|-------------|---|----------|
| 105 | HEQ370      | [Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Organized performing arts programs, such as children's choirs, dance programs, or theater performances?   | ECLS-K      | Child activities outside of school hours          | PQ4      |
| 106 | HEQ.393     | Did {CHILD}'s participation in {this activity/any of these activities} help to cover the hours when you needed adult supervision for {him/her}?  | ECLS-K:2011 | Whether child activities serve as child care      | PQ6      |
| 107 | HEQ.400     | Now, I have a question about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?<br>Not at all safe,<br>Somewhat safe, or<br>Very safe?  | ECLS-K      | Neighborhood Safety                               | PQ3, PQ4 |
| 108 | HEQ.460     | Now, I have some questions about meals. During the last <u>five days</u> {CHILD} <u>was in school</u> , how many breakfasts did {he/she} eat that were <u>NOT</u> school breakfasts. By breakfast we mean breakfasts eaten at home, at childcare, or at school, but not part of a school breakfast program. Please count only one breakfast per day. | ECLS-K      | Child and respondent breakfast/dinner consumption | PQ4      |
| 109 | HEQ.520     | In a <u>typical week</u> , please tell me the number of days your family eats the evening meal together.   | ECLS-K      | Child and respondent breakfast/dinner consumption | PQ4      |
| 110 | HEQ.560/565 | About what time does {CHILD} usually go to bed on weeknights during the school year?   | ECLS-K      | Family routines                                   | PQ4      |
| 111 | HEQ.580     | Next, I have a few questions about your family. How often did at least one member of your family attend religious services in the past year? Would you say...<br>Never or almost never,<br>Several times a year,<br>Several times a month,<br>Once a week, or<br>Several times a week?   | ECLS-K      | Frequency of attending religious services         | PQ3, PQ4 |

|     | A   | B  | C                                   | D  | E        |
|-----|---|--|-------------------------------------|--|----------|
| 112 | SSQ010a/b/c/d/e/f/g/h/i/j/k/l/m/n/o/p/q/r/s/t/u/v/w/x | <p>I am going to read you a list of statements describing things that children sometimes do. For each statement, I want you to tell me how often {CHILD} acts in this way. {How often does {CHILD}:}...</p> <ul style="list-style-type: none"> <li>a. (copyrighted item)</li> <li>b. (copyrighted item)</li> <li>c. (copyrighted item)</li> <li>d. (copyrighted item)</li> <li>e. (copyrighted item)</li> <li>f. (copyrighted item)</li> <li>g. (copyrighted item)</li> <li>h. (copyrighted item)</li> <li>i. (copyrighted item)</li> <li>j. Keep working at something until {he/she} is finished?</li> <li>k. (copyrighted item)</li> <li>l. (copyrighted item)</li> <li>m. Show interest in a variety of things?</li> <li>n. (copyrighted item)</li> <li>o. Concentrate on a task and ignore distractions?</li> <li>p. (copyrighted item)</li> <li>q. (copyrighted item)</li> <li>r. Help with chores?</li> <li>s. (copyrighted item)</li> <li>t. (copyrighted item)</li> <li>u. (copyrighted item)</li> <li>v. Eager to learn new things?</li> <li>w.(copyrighted item)</li> <li>x. Creative in work or in play?</li> </ul> | ECLS-K, Social Skills Rating System | Child's Social Skills, Problem Behaviors, and Approaches Toward Learning | PQ1, PQ2 |
| 113 | CFQ.320a/b/c  | <p>Now I'm going to read some statements. Please tell me whether each statement is never true for you, sometimes true for you, or always true for you.</p> <ul style="list-style-type: none"> <li>a. If {CHILD} is having problems at school, there is a friend, relative, or neighbor I can talk it over with</li> <li>b. If I have an emergency and need cash, family or friends will loan it to me</li> <li>c. If I have troubles or need advice, I have someone I can talk to</li> </ul>   | ECLS-K                              | Social support   | PQ1, PQ3 |

|     | A                   | B   | C      | D   | E   |
|-----|---------------------|---|--------|---|-----|
| 114 | CCQ.005             | Next, I'd like to talk with you about the child care arrangements you have for {CHILD} this year. First, I'd like to talk to you about all the child care {CHILD} now receives on a <u>regular basis</u> from someone other than {you/{his/her} parents} {or {his/her} guardians}. This does not include occasional baby-sitting or backup care providers.  | ECLS-K | Participation in child care                 | PQ6 |
| 115 | CCQ010              | Is {CHILD} <u>now</u> receiving care from a relative on a <u>regular basis</u> (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s parents} {or {CHILD}'s guardians}.   | ECLS-K | Participation in relative care              | PQ6 |
| 116 | CCQ.060             | How many different <u>regular</u> care arrangements do you <u>currently</u> have with relatives?  | ECLS-K | Participation in relative care              | PQ6 |
| 117 | CCQ.065             | {Let's talk about the relative who provides the most care for {CHILD} <u>now</u> .} Who is the relative who cares for {CHILD}?  | ECLS-K | Participation in relative care              | PQ6 |
| 118 | CCQ.070             | Is the care provided by {{CHILD}'s {RELATIVE}/that relative} in your home or another home?  | ECLS-K | Participation in relative care              | PQ6 |
| 119 | CCQ.075             | Does {CHILD} receive that care before school, after school, or on weekends?   | ECLS-K | Time child spends in care arrangements      | PQ6 |
| 120 | CCQ.080             | Is the care that {CHILD} receives from {{his/her} {RELATIVE}/that relative} <u>regularly scheduled</u> at least once <u>each</u> week?  | ECLS-K | Time child spends in care arrangements      | PQ6 |
| 121 | CCQ.085             | How many <u>days</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?  | ECLS-K | Time child spends in care arrangements      | PQ6 |
| 122 | CCQ.090             | How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?   | ECLS-K | Time child spends in care arrangements      | PQ6 |
| 123 | CCQ.092             | Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}/that relative}, paid either by you or someone else?   | ECLS-K | Payment for current child care arrangements | PQ6 |
| 124 | CCQ.093a/b/c/d/e/OS | Do any of the following people or organizations help to pay for {{his/her} {RELATIVE}/that relative} to care for {CHILD}? How about...<br>a. A relative of {CHILD} outside your household who provides money specifically for that care?<br>b. Temporary Assistance for Needy Families, or TANF?<br>c. Another social service or welfare agency?<br>d. An employer?<br>e. Someone else? (SPECIFY) | ECLS-K | Payment for current child care arrangements | PQ6 |
| 125 | CCQ.094/095/095OS   | How much does your household pay for {CHILD}'s {{RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?  | NHES   | Payment for current child care arrangements | PQ6 |
| 126 | CCQ.096             | How many children is this amount for, including {CHILD}?  | NHES   | Payment for current child care arrangements | PQ6 |

|     | A                   | B   | C                    | D   | E   |
|-----|---------------------|---|----------------------|---|-----|
| 127 | CCQ.110             | You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {these/this} other {relatives/relative}?   | ECLS-K               | Time child spends in care arrangements      | PQ6 |
| 128 | CCQ.115             | {Now I'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} <u>now</u> receiving care in a private home on a <u>regular basis</u> from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.} | ECLS-K               | Participation in nonrelative care           | PQ6 |
| 129 | CCQ.165             | How many different <u>regular</u> care arrangements do you <u>currently</u> have with nonrelatives?   | NHES ECPP and ECLS-B | Participation in nonrelative care           | PQ6 |
| 130 | CCQ.170             | Is that care provided in your home or another home?   | ECLS-K               | Participation in nonrelative care           | PQ6 |
| 131 | CCQ.175             | Does {CHILD} receive that care before school, after school, or on weekends?   | ECLS-K               | Time child spends in care arrangements      | PQ6 |
| 132 | CCQ.180             | Is the care that {CHILD} receives from that person <u>regularly scheduled</u> at least once <u>each</u> week?   | ECLS-K               | Time child spends in care arrangements      | PQ6 |
| 133 | CCQ.185             | How many <u>days</u> each <u>week</u> does {CHILD} receive care from that person?   | ECLS-K               | Time child spends in care arrangements      | PQ6 |
| 134 | CCQ.190             | How many <u>hours</u> each <u>week</u> does {CHILD} receive care from that person?  | ECLS-K               | Time child spends in care arrangements      | PQ6 |
| 135 | CCQ.192             | Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or someone else?   | ECLS-K               | Payment for current child care arrangements | PQ6 |
| 136 | CCQ.193a/b/c/d/e/OS | Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}? How about...<br>a. A relative of {CHILD} outside your household who provides money specifically for that care?<br>b. Temporary Assistance for Needy Families, or TANF?<br>c. Another social service or welfare agency?<br>d. An employer?<br>e. Someone else? (SPECIFY)   | ECLS-K               | Payment for current child care arrangements | PQ6 |
| 137 | CCQ.194/195/195OS   | How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?   | NHES                 | Payment for current child care arrangements | PQ6 |
| 138 | CCQ.196             | How many children is this amount for, including {CHILD}?  | NHES                 | Payment for current child care arrangements | PQ6 |

|     | A                   | B  | C                          | D   | E   |
|-----|---------------------|--|----------------------------|---|-----|
| 139 | CCQ.205             | You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {this nonrelative/these nonrelatives}?  | ECLS-K                     | Time child spends in care arrangements      | PQ6 |
| 140 | CCQ.260             | {Now I'd like to ask you about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} <u>now</u> attending a day care center or a before- or after-school program at a school or in a center on a <u>regular basis</u> ?   | ECLS-K                     | Participation in center-based care          | PQ6 |
| 141 | CCQ.325             | How many different day care centers or before- or after-school care programs does {CHILD} <u>currently</u> go to on a <u>regular</u> basis?  | ECLS-K                     | Participation in center-based care          | PQ6 |
| 142 | CCQ.330             | {Let's talk about the program where {CHILD} spends the most time <u>now</u> .} Is that program located in the school {CHILD} currently attends?  | ECLS-K                     | Participation in center-based care          | PQ6 |
| 143 | CCQ.335             | Does {CHILD} go to that program before school, after school, or on weekends?   | ECLS-K                     | Time child spends in care arrangements      | PQ6 |
| 144 | CCQ.340             | Does {CHILD} go to that program on a <u>regularly scheduled</u> basis at least once <u>each</u> week?  | ECLS-K                     | Time child spends in care arrangements      | PQ6 |
| 145 | CCQ.350             | How many <u>days</u> each <u>week</u> does {CHILD} go to that program?   | ECLS-K                     | Time child spends in care arrangements      | PQ6 |
| 146 | CCQ.355             | Other than regular school hours, how many <u>hours</u> each <u>week</u> does {CHILD} go to that program?   | ECLS-K                     | Time child spends in care arrangements      | PQ6 |
| 147 | CCQ.365             | Is there any charge or fee for the program, paid either by you or someone else?  | ECLS-K                     | Payment for current child care arrangements | PQ6 |
| 148 | CCQ.370a/b/c/d/e/OS | Do any of the following people or organizations help to pay for {CHILD} to go to that program? How about...<br>a. A relative of {CHILD} outside your household who provides money specifically for that care?<br>b. Temporary Assistance for Needy Families, or TANF?<br>c. Another social service or welfare agency?<br>d. An employer?<br>e. Someone else? (SPECIFY) | ECLS and NHES:2005<br>ECPP | Payment for current child care arrangements | PQ6 |
| 149 | CCQ.371             | How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?  | NHES                       | Payment for current child care arrangements | PQ6 |
| 150 | CCQ.372/372OS       | [How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?]  | NHES                       | Payment for current child care arrangements | PQ6 |
| 151 | CCQ.373             | How many children is this amount for, including {CHILD}?   | NHES                       | Payment for current child care arrangements | PQ6 |
| 152 | CCQ.375             | You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} attend {this program/these programs}?  | ECLS-K                     | Time child spends in care arrangements      | PQ6 |



|     | A       | B  | C      | D   | E             |
|-----|---------|--|--------|---|---------------|
| 153 | CCQ.376 | Sometimes children spend time caring for themselves, either at home or somewhere else, without an adult or older child responsible for them. Does {CHILD} spend time caring for {himself/herself} on a <u>regular basis</u> before or after school?  | ECLS-K | Time child spends in self-care  | PQ6           |
| 154 | CCQ.377 | How many <u>hours per week</u> does {CHILD} take care of {himself/herself}?  | ECLS-K | Time child spends in self-care  | PQ6           |
| 155 | NRQ.040 | How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}? Would you say ...<br>Less than one month,<br>More than a month but less than a year,<br>More than a year, or<br>No contact since birth? | ECLS-K | Current contact and nature of relationship with biological/adoptive parents no longer living in household | PQ1, PQ3, PQ4 |
| 156 | NRQ.050 | How many days has {CHILD} seen {his/her} {biological/adoptive}{father/mother} in the past 4 weeks?   | ECLS-K | Current contact and nature of relationship with biological/adoptive parents no longer living in household | PQ1, PQ3, PQ4 |
| 157 | NRQ.123 | How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks?   | ECLS-K | Current contact and nature of relationship with biological/adoptive parents no longer living in household | PQ1, PQ3, PQ4 |
| 158 | NRQ.200 | Did {CHILD}'s biological father ever sign the application for {CHILD}'s birth certificate or sign a statement that legally says he is {CHILD}'s biological father?   | ECLS-K | Establishment of legal biological father status   | PQ1, PQ3      |
| 159 | NRQ.210 | Did you or someone in your family go to court to establish that he was {CHILD}'s legal biological father?  | ECLS-K | Establishment of legal biological father status   | PQ1, PQ3      |
| 160 | DWQ.040 | Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true. Being a parent is harder than I thought it would be.   | ECLS-K | Parenting Stress  | PQ4           |
| 161 | DWQ.045 | [Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.] {CHILD} does things that really bother me.   | ECLS-K | Parenting Stress  | PQ4           |

|     | A            | B   | C                        | D                           | E   |
|-----|--------------|---|--------------------------|-----------------------------|-----|
| 162 | DWQ050       | [Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.] I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.   | ECLS-K                   | Parenting Stress            | PQ4 |
| 163 | DWQ060       | [Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.] I often feel angry with {CHILD}.  | ECLS-K                   | Parenting Stress            | PQ4 |
| 164 | DWQ.077a/b/c | The following are a number of statements about your family. Please tell me how often it typically occurs in your home.<br><br>a. You threaten to punish {CHILD} and then do not actually punish {him/her}. Would you say this occurs never, almost never, sometimes, often, or always?<br>b. {CHILD} talks you out of being punished after {he/she} has done something wrong.<br>c. You let {CHILD} out of a punishment early, like lift restrictions earlier than you originally said. | Short form of Alabama Pa | Positive Parenting, Inconsi | PQ4 |

|     | A       | B   | C                      | D                                    | E        |
|-----|---------|---|------------------------|--------------------------------------|----------|
| 165 | DWQ.080 | <p>Now I'd like to ask some questions about {CHILD}'s <u>television viewing</u>. We want you to include television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone; but <u>not</u> games played on gaming systems like Playstation, Wii, Xbox or handheld devices.</p> <p>On any given weekday, how many hours of television, videotapes, or DVDs on average does {CHILD} watch?</p>   | ECLS-K (modified)      | Time child spent watching television | PQ4      |
| 166 | DWQ.081 | <p>Now I'd like to ask some questions about the amount of time {CHILD} <u>plays video games</u>. 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.</p> <p>On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time {CHILD} spends on the computer doing educational activities or homework.</p> | ECLS-K (modified)      | Time child spent playing video games | PQ4      |
| 167 | CHQ.010 | How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?   | ECLS-K                 | Routine health and dental care       | PQ4, PQ2 |
| 168 | CHQ.020 | How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?  | ECLS-K                 | Routine health and dental care       | PQ4, PQ2 |
| 169 | CHQ.021 | Has {CHILD} had an ear infection since last spring?   | ECLS-K:2011 (modified) | Ear infections since kindergarten    | PQ1, PQ2 |
| 170 | CHQ.022 | Has {CHILD} had an ear ache since last spring?  | ECLS-K:2011 (modified) | Ear infections since kindergarten    | PQ1, PQ2 |

|     | A             | B  | C                      | D  | E        |
|-----|---------------|--|------------------------|--|----------|
| 171 | CHQ.023       | Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?   | ECLS-K:2011 (modified) | Ear infections since kindergarten                            | PQ1, PQ2 |
| 172 | CHQ.024/024OS | How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?   | ECLS-K:2011 (modified) | Ear infections since kindergarten                            | PQ1, PQ2 |
| 173 | CHQ.025       | Have ear tubes been placed in the right ear, left ear, or both ears when your child has had surgery to place tubes in his/her ears?  | ECLS-K:2011 (modified) | Ear infections since kindergarten                            | PQ1, PQ2 |
| 174 | CHQ.026       | Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?  | ECLS-K                 | Asthma   | PQ1, PQ2 |
| 175 | CHQ.027       | Does {he/she} receive treatment for this condition?  | ECLS-K                 | Asthma   | PQ1, PQ2 |
| 176 | CHQ.030       | Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill?   | ECLS-K                 | Health insurance coverage                                    | PQ1, PQ3 |
| 177 | CHQ.060       | In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?  | ECLS-K (modified)      | Exercise/physical activities                                 | PQ1, PQ2 |
| 178 | CHQ.095       | For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age. {CHILD} is independent and takes care of {himself/herself} ...<br>Better than other children {his/her} age,<br>As well as other children,<br>Slightly less well than other children, or<br>Much less well than other children? | ECLS-K                 | Child's independence and ability to take care of him/herself | PQ1, PQ2 |
| 179 | CHQ.100       | Does {CHILD} pay attention...<br>Better than other children {his/her} age,<br>As well as other children,<br>Slightly less well than other children, or<br>Much less well than other children?  | ECLS-K                 | Behavioral and attention problems                            | PQ1, PQ2 |
| 180 | CHQ.105       | Does {CHILD} learn, think, and solve problems...<br>Better than other children {his/her} age,<br>As well as other children,<br>Slightly less well than other children, or<br>Much less well than other children?   | ECLS-K                 | Learning problems  | PQ1, PQ2 |
| 181 | CHQ.106       | Does {CHILD} show good coordination in moving {his/her} arms and legs? Would you say {he/she} does this...<br>Better than other children {his/her} age,<br>As well as other children,<br>Slightly less well than other children, or<br>Much less well than other children?   | ECLS-K                 | Diagnoses of disabilities and health conditions              | PQ1, PQ2 |
| 182 | CHQ.107       | Would you say {CHILD} behaves and relates to other children...<br>Better than other children {his/her} age,<br>As well as other children,<br>Slightly less well than other children, or<br>Much less well than other children?   | ECLS-K (modified)      | Behavioral and attention problems                            | PQ1, PQ2 |

|     | A             | B   | C                      | D   | E        |
|-----|---------------|---|------------------------|---|----------|
| 183 | CHQ.108       | Would you say {CHILD} behaves and relates to adults...<br>Better than other children {his/her} age,<br>As well as other children,<br>Slightly less well than other children, or<br>Much less well than other children?  | ECLS-K:2011            | Behavioral and attention problems               | PQ1, PQ2 |
| 184 | CHQ.109       | Thinking about {CHILD}'s overall activity level, would you say {he/she} is ...<br>Less active than other children of {his/her} age,<br>About as active,<br>Slightly more active, or<br>A lot more active than other children of {his/her} age?  | ECLS-K                 | Behavioral and attention problems               | PQ1, PQ2 |
| 185 | CHQ.110       | Does {CHILD} have any emotional or psychological difficulties?  | ECLS-K:2011            | Emotional and psychological difficulties        | PQ1, PQ2 |
| 186 | CHQ.111       | Do you think this is a mild problem, a moderate problem, or a severe problem?   | ECLS-K:2011            | Emotional and psychological difficulties        | PQ1, PQ2 |
| 187 | CHQ.115       | {Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself} {or}/paying attention {or}/learning, thinking, and solving problems {or}/ coordination in moving {his/her} arms and legs {or}/behaving and relating to other children {or}/ behaving and relating to adults {or}/{his/her} overall activity level {or}/{his/her} emotional or psychological difficulties}?  | ECLS-K:2011            | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 188 | CHQ.120       | {Since last spring, have you obtained/Did you obtain} a {new} diagnosis or diagnoses of a problem from a professional?  | ECLS-K:2011 (modified) | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 189 | CHQ.125/125OS | What was the diagnosis or were the diagnoses?   | ECLS-K:2011            | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 190 | CHQ126/126OS  | What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, or something else?  | ECLS-K:2011            | Emotional and psychological difficulties        | PQ1, PQ2 |
| 191 | CHQ.130/131   | How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/{TEXT FROM OTHER SPECIFY}} was made? | ECLS-K:2011            | Behavioral and attention problems               | PQ1, PQ2 |

|     | A       | B  | C           | D   | E        |
|-----|---------|--|-------------|---|----------|
| 192 | CHQ.135 | What was the month and year when the diagnosis was made?   | ECLS-K:2011 | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 193 | CHQ.140 | Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/intellectual disability, severe cognitive disability, or mental retardation/orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/{other} anxiety disorder/bipolar disorder/depression/{TEXT FROM OTHER SPECIFY}?  | ECLS-K:2011 | Prescription medications                        | PQ1, PQ2 |
| 194 | CHQ.155 | Is {CHILD} medicated for ADD or ADHD at school, at home, or both?  | ECLS-K:2011 | Prescription medications                        | PQ1, PQ2 |
| 195 | CHQ.173 | How long has {CHILD} taken such prescription medicine for {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/{TEXT FROM OTHER SPECIFY}}, in total?<br><br>Less than one month,<br>Less than a year,<br>1 to 2 years,<br>3 to 4 years, or<br>5 years or more? | ECLS-K:2011 | Prescription medications                        | PQ1, PQ2 |
| 196 | CHQ.200 | For the next question, please base your answer on how {CHILD} compares to other children of the same age. Does {CHILD} pronounce words, communicate with and understand others...<br>Better than other children {his/her} age,<br>As well as other children,<br>Slightly less well than other children, or<br>Much less well than other children?  | ECLS-K:2011 | Communication problems                          | PQ1, PQ2 |
| 197 | CHQ.205 | When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?   | ECLS-K:2011 | Communication problems                          | PQ1, PQ2 |

|     | A                       | B   | C           | D                           | E        |
|-----|-------------------------|---|-------------|-----------------------------|----------|
| 198 | CHQ.206 a/b/c/d/e/f/g/h | Did or does {CHILD} have any of the following?<br>a. Problem with talking too loudly<br>b. Problem with talking too softly<br>c. A problem chewing<br>d. A problem swallowing<br>e. A problem with stuttering<br>f. A cleft lip and/or palate<br>g. Abnormalities of the face or head<br>h. Malformation of the ear   | ECLS-K:2011 | Communication problems      | PQ1, PQ2 |
| 199 | CHQ.210                 | {Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?  | ECLS-K      | Communication problems      | PQ1, PQ2 |
| 200 | CHQ.215                 | Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?   | ECLS-K      | Communication problems      | PQ1, PQ2 |
| 201 | CHQ.216                 | Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. Would you say {CHILD} has...<br>excellent hearing,<br>good hearing,<br>a little trouble hearing,<br>moderate trouble hearing,<br>a lot of trouble hearing, or<br>is deaf?  | ECLS-K      | Vision and hearing problems | PQ1, PQ2 |
| 202 | CHQ.217                 | Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.                  | ECLS-K      | Vision and hearing problems | PQ1, PQ2 |
| 203 | CHQ.218                 | [Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room. | ECLS-K:2011 | Vision and hearing problems | PQ1, PQ2 |
| 204 | CHQ.219                 | [Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.                  | ECLS-K:2011 | Vision and hearing problems | PQ1, PQ2 |
| 205 | CHQ.220                 | [Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} ears or better ear.               | ECLS-K:2011 | Vision and hearing problems | PQ1, PQ2 |

|     | A             | B   | C                      | D   | E        |
|-----|---------------|---|------------------------|---|----------|
| 206 | CHQ.221       | Is {CHILD}'s hearing worse in one ear?  | ECLS-K:2011            | Vision and hearing problems                     | PQ1, PQ2 |
| 207 | CHQ.222       | Which best describes {CHILD}'s hearing in {his/her} <u>worse</u> ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.<br>Is {CHILD}'s hearing...<br>Excellent,<br>Good,<br>A little trouble hearing,<br>Moderate trouble hearing,<br>A lot of trouble hearing, or<br>Deaf? | ECLS-K:2011            | Vision and hearing problems                     | PQ1, PQ2 |
| 208 | CHQ.235       | {Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?  | ECLS-K (modified)      | Vision and hearing problems                     | PQ1, PQ2 |
| 209 | CHQ.245       | Did you obtain a diagnosis of a problem from a professional?  | ECLS-K                 | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 210 | CHQ.246/246OS | What was the diagnosis?   | ECLS-K:2011            | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 211 | CHQ250a/b/c   | How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?   | ECLS-K:2011            | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 212 | CHQ.255       | What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?  | ECLS-K:2011            | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 213 | CHQ.256       | {Since last spring, has {CHILD} gotten/Has {CHILD} ever worn} a hearing aid?  | ECLS-K:2011 (modified) | Glasses, hearing aids, cochlear implants        | PQ1, PQ2 |
| 214 | CHQ.257       | At what age was the recommendation that {CHILD} wear a hearing aid first made?  | ECLS-K:2011            | Glasses, hearing aids, cochlear implants        | PQ1, PQ2 |
| 215 | CHQ.258       | How often does {CHILD} use the hearing aid(s) in school? Would you say...<br>All of the time,<br>Most of the time,<br>Sometimes,<br>Rarely, or<br>Never?  | ECLS-K:2011            | Glasses, hearing aids, cochlear implants        | PQ1, PQ2 |
| 216 | CHQ.259       | Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s). {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.  | ECLS-K:2011            | Vision and hearing problems                     | PQ1, PQ2 |



|     | A       | B  | C           | D  | E        |
|-----|---------|--|-------------|--|----------|
| 217 | CHQ.260 | [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s). ] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.     | ECLS-K:2011 | Vision and hearing problems              | PQ1, PQ2 |
| 218 | CHQ.261 | [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s). ] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.                      | ECLS-K:2011 | Vision and hearing problems              | PQ1, PQ2 |
| 219 | CHQ.262 | [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s). ] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} {better} ear.                         | ECLS-K:2011 | Vision and hearing problems              | PQ1, PQ2 |
| 220 | CHQ.263 | {Since last spring has/Has} a doctor or other health care professional {ever} recommended that {CHILD} wear a hearing aid?   | ECLS-K:2011 | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 221 | CHQ.264 | At what age was the recommendation that {CHILD} wear a hearing aid first made?   | ECLS-K:2011 | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 222 | CHQ.270 | Does {CHILD} have a cochlear implant?  | ECLS-K      | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 223 | CHQ.271 | In what year was it implanted?   | ECLS-K      | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 224 | CHQ.272 | How old was {CHILD} when it was implanted?   | ECLS-K:2011 | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 225 | CHQ.273 | In what years were they implanted?   | ECLS-K      | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 226 | CHQ.274 | [In what years were they implanted?]   | ECLS-K      | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 227 | CHQ.275 | {How old was {CHILD} when it was implanted in the left ear?}{How old was {CHILD} when they were implanted?}  | ECLS-K:2011 | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 228 | CHQ.276 | {How old was {CHILD} when it was implanted in the right ear?}{How old was {CHILD} when they were implanted?}   | ECLS-K:2011 | Glasses, hearing aids, cochlear implants | PQ1, PQ2 |
| 229 | CHQ.277 | Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} cochlear implant {s}. {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.                 | ECLS-K:2011 | Vision and hearing problems              | PQ1, PQ2 |
| 230 | CHQ.278 | [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} cochlear implant {s}.]{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room. | ECLS-K:2011 | Vision and hearing problems              | PQ1, PQ2 |
| 231 | CHQ.279 | [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} cochlear implant {s}.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.                 | ECLS-K:2011 | Vision and hearing problems              | PQ1, PQ2 |

|     | A             | B   | C                 | D   | E        |
|-----|---------------|---|-------------------|---|----------|
| 232 | CHQ.280       | [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} cochlear implant {s}.] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} {better} ear. | ECLS-K:2011       | Vision and hearing problems                     | PQ1, PQ2 |
| 233 | CHQ.285       | Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?   | ECLS-K            | Vision and hearing problems                     | PQ1, PQ2 |
| 234 | CHQ.286       | Is {CHILD}'s difficulty with seeing objects in the distance, things up close, like letters on paper, or both?   | ECLS-K:2011       | Vision and hearing problems                     | PQ1, PQ2 |
| 235 | CHQ.290       | {Since last spring has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?   | ECLS-K (modified) | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 236 | CHQ.300       | Did you obtain a diagnosis of a <u>vision-related</u> problem from an eye care professional?  | ECLS-K (modified) | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 237 | CHQ.301/301OS | What was the diagnosis?   | ECLS-K:2011       | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 238 | CHQ.305       | How old was {CHILD} when the first diagnosis of a problem was made?   | ECLS-K:2011       | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 239 | CHQ.310       | What was the month and year the diagnosis was made?   | ECLS-K:2011       | Diagnoses of disabilities and health conditions | PQ1, PQ2 |
| 240 | CHQ.311       | Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?  | ECLS-K:2011       | Glasses, hearing aids, cochlear implants        | PQ1, PQ2 |
| 241 | CHQ.312       | How often does {CHILD} wear glasses or contact lenses?<br>All of the time,<br>Most of the time,<br>Sometimes,<br>Rarely, or<br>Never?   | ECLS-K:2011       | Glasses, hearing aids, cochlear implants        | PQ1, PQ2 |
| 242 | CHQ.313       | Does {CHILD} have glasses or contact lenses?  | ECLS-K:2011       | Glasses, hearing aids, cochlear implants        | PQ1, PQ2 |
| 243 | CHQ.314       | Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?   | ECLS-K:2011       | Glasses, hearing aids, cochlear implants        | PQ1, PQ2 |
| 244 | CHQ.330       | Would you say {CHILD}'s health is ...<br>Excellent,<br>Very good,<br>Good,<br>Fair, or<br>Poor?   | ECLS-K            | Child's general health                          | PQ1, PQ2 |

|     | A                                   | B   | C                 | D                         | E        |
|-----|-------------------------------------|---|-------------------|---------------------------|----------|
| 245 | CHQ.340                             | During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?   | ECLS-K            | Services for disabilities | PQ1, PQ2 |
| 246 | CHQ.341                             | Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?  | ECLS-K            | Services for disabilities | PQ1, PQ2 |
| 247 | CHQ.345a/b/c/d/e/f/g/h/i/j/k/l/m/OS | I'm going to read a list of services. For each service, please tell me if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs.<br>a. Speech or language therapy?<br>b. Occupational therapy?<br>c. Physical therapy?<br>d. Vision services?<br>e. Hearing services?<br>f. Social work services?<br>g. Psychological services?<br>h. Home visits?<br>i. Parent support or training?<br>j. Special class with other children some or all of whom also had special needs?<br>k. Private tutoring or schooling for learning problems?<br>l. Instruction in Braille?<br>m. Instruction in sign language, Cued Speech, ASL, total communication<br>n. Any other service? (SPECIFY) | ECLS-K            | Services for disabilities | PQ1, PQ2 |
| 248 | CHQ.375                             | How old was {CHILD} when {this service/the earliest of these services} began?   | ECLS-K            | Services for disabilities | PQ1, PQ2 |
| 249 | CHQ.380                             | What is the month and year when {{CHILD} first received {{NAME OF SINGLE SERVICE}}/{this service}}/{the first of these services began}}?  | ECLS-K            | Services for disabilities | PQ1, PQ2 |
| 250 | CHQ.385                             | Is {CHILD} still receiving {this service/any of these services}?  | ECLS-K            | Services for disabilities | PQ1, PQ2 |
| 251 | CHQ.390                             | What is the month and year when {{CHILD} last received {NAME OF SINGLE SERVICE}/the last of these services was received}}?  | ECLS-K            | Services for disabilities | PQ1, PQ2 |
| 252 | CHQ.420                             | During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did (he/she) participate in a special education program?  | ECLS-K (modified) | Services for disabilities | PQ1, PQ2 |
| 253 | CHQ.430                             | Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program <u>this school year</u> ? Are you...<br>Completely satisfied,<br>Very satisfied,<br>Fairly satisfied,<br>Somewhat dissatisfied, or<br>Very dissatisfied?   | ECLS-K:2011       | Services for disabilities | PQ1, PQ2 |

|     | A           | B   | C      | D  | E        |
|-----|-------------|---|--------|--|----------|
| 254 | FDQ130a/b/c | For these statements, please tell me whether the statement was <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household}<br>a. {I/We} worried whether {my/our} food would run out before {I/we} got money to buy more. Was that <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household} in the last 12 months?<br>b. The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more. Was that <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household} in the last 12 months?<br>c.{I/We} couldn't afford to eat balanced meals. | ECLS-K | Ability to purchase food sufficient for family needs | PQ1, PQ3 |
| 255 | FDQ.140     | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months}, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?  | ECLS-K | Ability to purchase food sufficient for family needs | PQ1, PQ3 |
| 256 | FDQ.150     | How often did this happen? Would you say...<br>Almost every month<br>Some months, but not every month, or<br>In only 1 or 2 months?   | ECLS-K | Ability to purchase food sufficient for family needs | PQ1, PQ3 |
| 257 | FDQ.160     | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months},did you ever eat less than you felt you should because there wasn't enough money for food?  | ECLS-K | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 258 | FDQ.170     | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months}, were you ever hungry but didn't eat because there wasn't enough money for food?  | ECLS-K | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 259 | FDQ.180     | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months},did you lose weight because there wasn't enough money for food?   | ECLS-K | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 260 | FDQ.190     | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months}, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?   | ECLS-K | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 261 | FDQ.191     | How often did this happen? Would you say...<br>Almost every month<br>Some months, but not every month, or<br>In only 1 or 2 months?   | ECLS-K | Frequency that parent and child are hungry           | PQ1, PQ3 |

|     | A       | B  | C                      | D  | E        |
|-----|---------|--|------------------------|--|----------|
| 262 | FDQ.192 | Now I am going to read you several statements that people have made about the food situation of their children. For these statements, please tell me whether the statement was <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true {since the date of your last interview in {MONTH YEAR}/in the last 12 months, that is, since last {CURRENT MONTH}, 2011} for {your child/children living in the household who are under 18 years old}.<br>a. {I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food. Was that <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household} in the last 12 months?<br>b. {I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that. Was that <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household} in the last 12 months?<br>c. {{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food. | ECLS-K                 | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 263 | FDQ.210 | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months, that is, since last {CURRENT MONTH}, 2011}, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?  | ECLS-K                 | Ability to purchase food sufficient for family needs | PQ1, PQ3 |
| 264 | FDQ.240 | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months} {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?   | ECLS-K                 | Ability to purchase food sufficient for family needs | PQ1, PQ3 |
| 265 | FDQ.242 | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months}, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?  | ECLS-K                 | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 266 | FDQ.243 | How often did this happen? Would you say...<br>Almost every month<br>Some months, but not every month, or<br>In only 1 or 2 months?  | ECLS-K                 | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 267 | FDQ.250 | {Since the date of your last interview in {MONTH YEAR}/In the last 12 months}, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?   | ECLS-K                 | Frequency that parent and child are hungry           | PQ1, PQ3 |
| 268 | PEQ.020 | {What grade, diploma, or degree was that?}/{Now I have a few questions about education and job training.} {What is the highest grade or year of school that {you/{NAME}} {have/has} completed?   | ECLS-K                 | Parent education                                     | PQ1, PQ3 |
| 269 | PEQ.021 | {Do/Does} {you/{NAME}} have a high school diploma, or its equivalent, such as a GED, or neither?   | ECLS-K:2011 (modified) | Parent education                                     | PQ1, PQ3 |
| 270 | PEQ.030 | Are you/Is {NAME} currently attending or enrolled in any courses from a school, college, or university?  | ECLS-K                 | Parent education                                     | PQ1, PQ3 |
| 271 | PEQ.040 | {Are you/Is {NAME} currently taking courses full time or part time?  | ECLS-K                 | Parent education                                     | PQ1, PQ3 |

|     | A             | B  | C                 | D                                 | E        |
|-----|---------------|--|-------------------|-----------------------------------|----------|
| 272 | PEQ.050       | {Are you/Is {NAME}} currently participating in a job training or on the job training program? Please do not report participation in any vocational or technical programs taken at a college or university that you just told me about. | ECLS-K (modified) | Job training                      | PQ1, PQ3 |
| 273 | PEQ.060       | About how many hours a week {do/does} {you/NAME} spend in that program? Please include hours spent on homework for the training program.   | ECLS-K            | Job training                      | PQ1, PQ3 |
| 274 | PEQ.062       | What type of school or job training {are you/Is {NAME}} currently in?  | NEW               | Parent education and job training | PQ1, PQ3 |
| 275 | EMQ.010       | Since {DATE OF INTERVIEW}, has {your/{NAME's}} job title, place of or type of employment changed?  | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 276 | EMQ.020       | During the past week, did {you/{NAME}} work at a job for pay?  | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 277 | EMQ.030       | {Were you/Was {NAME}} on leave or vacation from a job?   | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 278 | EMQ.040       | How many jobs {do you/does {NAME}} have now?   | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 279 | EMQ.050       | About how many total hours per week {do you/does {NAME}} usually work for pay {,counting {all/both} {# of jobs from EMQ.040, IF MORE THAN ONE} jobs}?  | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 280 | EMQ.060       | {Have you/Has {NAME}} been actively looking for work <u>in the past 4 weeks</u> ?  | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 281 | EMQ.070/0700S | What {have you/has {NAME}} been doing <u>in the past 4 weeks</u> to find work?   | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 282 | EMQ.080/0800S | What {were you/was {NAME}} doing most of <u>last week</u> ? Would you say ...<br>Keeping house or caring for children,<br>Going to school,<br>Retired,<br>Unable to work, or<br>Something else? What was that? (SPECIFY)               | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 283 | EMQ.100       | Could {you/{NAME}} have taken a job last week if one had been offered?   | ECLS-K            | Parents' current employment       | PQ1, PQ3 |
| 284 | EMQ.120       | For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?  | ECLS-K            | Occupation and industry           | PQ1, PQ3 |
| 285 | EMQ.130       | What kind of business or industry {is/was} this?   | ECLS-K            | Occupation and industry           | PQ1, PQ3 |
| 286 | EMQ.140       | What kind of work {are/is/were/was} {you/{NAME}} doing?  | ECLS-K            | Occupation and industry           | PQ1, PQ3 |
| 287 | EMQ.150       | What {are/is/were/was} {your/{NAME's}} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?   | ECLS-K            | Occupation and industry           | PQ1, PQ3 |
| 288 | WPQ.100       | {Since {DATE OF LAST INTERVIEW}/In the past 12 months}, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called TANF {or {STATE TANF PROGRAM NAME}}?                                   | ECLS-K            | Receipt of TANF                   | PQ1, PQ3 |

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| 289 | WPQ.110 | {Since {DATE OF LAST INTERVIEW}/In the past 12 months}, have you or anyone in your household received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?  | ECLS-K | Receipt of SNAP or EBT                                     | PQ1, PQ3 |
| 290 | WPQ.150 | Does {CHILD}'s school offer lunch for its students?  | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 291 | WPQ.160 | Does {CHILD} usually receive a complete lunch offered at school?   | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 292 | WPQ.170 | Does {CHILD} receive <u>free</u> or <u>reduced</u> price lunches at school?  | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 293 | WPQ.180 | Are these lunches free or reduced price?   | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 294 | WPQ.190 | During the last five days {CHILD} was in school, how many complete school lunches did (he/she) receive?  | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 295 | WPQ.200 | Does {CHILD}'s school offer breakfast for its students?  | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 296 | WPQ.210 | Does {CHILD} usually receive a breakfast provided by the school?   | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 297 | WPQ.215 | Does {CHILD} receive <u>free</u> or <u>reduced price</u> breakfasts at school?   | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 298 | WPQ.216 | Are these breakfasts free or reduced price?  | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 299 | WPQ.220 | During the last five days {CHILD} was in school, how many school breakfasts did (he/she) receive?  | ECLS-K | Participation in Federal School Lunch or Breakfast Program | PQ1, PQ3 |
| 300 | PAQ.090 | In studies like this, households are sometimes grouped according to income. In the last interview, it was reported that the household income was {\$5,000 or less/from INCOME RANGE IN PRELOAD FROM PAQ.110}. Was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members still in that range? | ECLS-K | Total family income for the year                           | PQ1, PQ3 |

|     | A             | B   | C      | D   | E        |
|-----|---------------|---|--------|---|----------|
| 301 | PAQ.100       | {In studies like this, households are sometimes grouped according to income.} What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members? Was it...<br>\$25,000 or less, or<br>More than \$25,000?  | ECLS-K | Total family income for the year  | PQ1, PQ3 |
| 302 | PAQ.110       | Was it...<br>\$5,000 or less<br>\$5,001 to \$10,000<br>\$10,001 to \$15,000<br>\$15,001 to \$20,000<br>\$20,001 to \$25,000<br>\$25,001 to \$30,000<br>\$30,001 to \$35,000<br>\$35,001 to \$40,000<br>\$40,001 to \$45,000<br>\$45,001 to \$50,000<br>\$50,001 to \$55,000<br>\$55,001 to \$60,000<br>\$60,001 to \$65,000<br>\$65,001 to \$70,000<br>\$70,001 to \$75,000<br>\$75,001 to \$100,000<br>\$100,001 to \$200,000<br>\$200,001 or more | ECLS-K | Total family income for the year  | PQ1, PQ3 |
| 303 | PAQ.120       | What was your total household income last year, to the nearest thousand?  | ECLS-K | Total family income for the year  | PQ1, PQ3 |
| 304 | PAQ.138       | Since last spring, have you had to move from your home because you couldn't afford it?  | ECLS-K | Whether the family had to leave their home because they could not afford it | PQ1, PQ3 |
| 305 | PAQ.140/140OS | What is your current housing situation? Do you...<br>own your own house or condominium<br>rent your house or apartment<br>exchange services for housing<br>not pay for housing<br>live in temporary housing or a shelter, or<br>have another type of arrangement (SPECIFY)?   | ECLS-K | Housing   | PQ1, PQ3 |
| 306 | CMQ.010       | Since the spring of 2011, how many different places has {CHILD} lived for four months or more?  | ECLS-K | Child Mobility  | NA       |



|     | A   | B   | C      | D              | E  |
|-----|---|---|--------|----------------|----|
| 307 | CMQ.020                                   | Why did you move?   | ECLS-K | Child Mobility | NA |
| 308 | CMQ.060                                   | Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you.<br><br>Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or cell phone number, where you can sometimes be reached? | ECLS-K | Closing        | NA |
| 309 | CMQ.100                                   | Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you. I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?  | ECLS-K | Closing        | NA |
| 310 | CMQ.140                                   | What is that telephone number?  | ECLS-K | Closing        | NA |
| 311 | CMQ.150/155                               | Where is that telephone located?  | ECLS-K | Closing        | NA |
| 312 | CMQ.200                                   | I have recorded that {NAME OF RELATIVE/FRIEND}<br><br>at {PHONE NUMBER}<br><br>on<br>{STREET ADDRESS, LINE 1}<br>{STREET ADDRESS, LINE 2}<br>{CITY} {STATE} {ZIP CODE}<br><br>will always know where you are if you move. Is this still true?   | ECLS-K | Closing        | NA |
| 313 | CMQ.205                                   | Is there a relative or friend, who does not live in this household, who will always know where you are if you move?   | ECLS-K | Closing        | NA |
| 314 | CMQ.210/220/230/240/250/255/255OS/260/270 | What is the name, address, and telephone number of that person?   | ECLS-K | Closing        | NA |
| 315 | CMQ.280                                   | What is the person's relationship to you?   | ECLS-K | Closing        | NA |

|     | A   | B  | C      | D       | E  |
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| 316 | CMQ.300                                   | I have also recorded that {NAME OF RELATIVE/FRIEND}<br>at {PHONE NUMBER}<br>on<br>{STREET ADDRESS, LINE 1}<br>{STREET ADDRESS, LINE 2}<br>{CITY}<br>{STATE}<br>{ZIP CODE}<br><br>will always know where you are if you move. Is this still true?     | ECLS-K | Closing | NA |
| 317 | CMQ.305                                   | Besides...is there another relative or friend, who does not live in this household, who will always know where you are if you move?  | ECLS-K | Closing | NA |
| 318 | CMQ.310/320/330/340/350/355/355OS/360/370 | What is the name, address, and telephone number of that person?  | ECLS-K | Closing | NA |
| 319 | CMQ.380                                   | What is the person's relationship to you?  | ECLS-K | Closing | NA |
| 320 | CMQ.382                                   | I have also recorded that your e-mail address is {EMAIL ADDRESS}. Is that correct?   | ECLS-K | Closing | NA |
| 321 | CMQ.383                                   | Is there an e-mail address where we could reach you?   | ECLS-K | Closing | NA |
| 322 | CMQ.384                                   | What is your e-mail address?   | ECLS-K | Closing | NA |
| 323 | CMQ.395                                   | I have recorded {NAME OF NONRESIDENTIAL PARENT} at {PHONE NUMBER}<br>on<br>{STREET ADDRESS, LINE 1}<br>{STREET ADDRESS, LINE 2}<br>{CITY} {STATE} {ZIP CODE}<br><br>is {CHILD}'s {RELATIONSHIP AT CMQ170}.<br><br>Is this information still correct? | ECLS-K | Closing | NA |
| 324 | CMQ.400/410/420/430/440/445/445OS/450/460 | What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?  | ECLS-K | Closing | NA |
| 325 | CMQ.470                                   | {Let me just confirm our information}. What is the person's relationship to {CHILD}?   | ECLS-K | Closing | NA |
| 326 | CMQ.680                                   | WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?  | ECLS-K | Closing | NA |
| 327 | CMQ.690/690OS                             | WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, OR ANOTHER LANGUAGE?   | ECLS-K | Closing | NA |
| 328 | CMQ.695                                   | WHERE WAS THIS INTERVIEW CONDUCTED?  | ECLS-K | Closing | NA |

App B Spring 1st Parent Intervi

|     | A       | B   | C      | D       | E  |
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| 329 | CMQ.700 | Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.  | ECLS-K | Closing | NA |
| 330 | CMQ.701 | We would like to call the parent or guardian for {CHILD} at the household where {he/she} lives. Could you please give me the name and telephone number for the home that I should call. | ECLS-K | Closing | NA |
| 331 | CMQ.702 | We would like to call back when {CHILD}'s parent or guardian is available. Please tell me when we should call back.   | ECLS-K | Closing | NA |
| 332 | CMQ.703 | Thank you.  | ECLS-K | Closing | NA |
| 333 | CMQ.720 | PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.   | ECLS-K | Closing | NA |

|    | A                               | B  | C                    | D                | E                        |
|----|---------------------------------|--|----------------------|------------------|--------------------------|
| 1  | <b>Fall Second-Grade Parent</b> | <b>Interview, Appendix B</b>   |                      |                  |                          |
| 2  | <b>Item #</b>                   | <b>Item Stem</b>   | <b>Source</b>        | <b>Construct</b> | <b>Research Question</b> |
| 3  | INQ005                          | {In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012}, we spoke with {NAME OF RESPONDENT} who took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 on {DATE OF LAST INTERVIEW}. Am I talking to the same person?   | ECLS-K               | Introduction     | NA                       |
| 4  | INQ010                          | May I please speak with {NAME OF PREVIOUS ROUND RESPONDENT}?   | NEW                  | Introduction     | NA                       |
| 5  | INQ015                          | Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 6  | INQ020                          | May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?  | NHES:2007 (modified) | Introduction     | NA                       |
| 7  | INQ025                          | May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 8  | INQ030                          | May I have your name please?   | ECLS-K               | Introduction     | NA                       |
| 9  | INQ040/40b                      | <p>(As I mentioned earlier), you and {CHILD} have been selected to take part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved. The interview should take about 15 minutes.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p> | ECLS-K               | Introduction     | NA                       |
| 10 | INQ041                          | Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 11 | INQ042                          | May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?  | NHES:2007 (modified) | Introduction     | NA                       |
| 12 | INQ043                          | May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?   | NHES:2007 (modified) | Introduction     | NA                       |
| 13 | INQ060                          | {{}}May I have your name, please?{{}}  | ECLS-K               | Introduction     | NA                       |
| 14 | INQ070                          | {{}}May I have your name, please?{{}}  | ECLS-K               | Introduction     | NA                       |

|    | A           | B  | C      | D            | E   |
|----|-------------|--|--------|--------------|-----|
| 15 | INQ080/080b | <p>(As I mentioned earlier), you and {CHILD} were selected to take part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved. The interview should take about 15 minutes.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p>   | ECLS-K | Introduction | NA  |
| 16 | INQ090/090b | <p>{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012}, you and {CHILD} took part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences since our last interview.</p> <p>The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved. The interview should take about 15 minutes.</p> <p>All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.</p> <p>This call will be recorded for quality control purposes.</p> | ECLS-K | Introduction | NA  |
| 17 | INQ110      | I would like to verify the spelling of your name for our records. Is your first name spelled {FIRST NAME OF PREVIOUS ROUND RESPONDENT}?  | ECLS-K | Introduction | NA  |
| 18 | INQ112      | How do you spell your first name?  | ECLS-K | Introduction | NA  |
| 19 | INQ115      | [I would like to verify the spelling of your name for our records.] Is your last name spelled {LAST NAME OF PREVIOUS ROUND RESPONDENT}?  | ECLS-K | Introduction | NA  |
| 20 | INQ116      | How do you spell your last name?   | ECLS-K | Introduction | NA  |
| 21 | INQ130      | Before we begin the interview, I would like to verify some information. I have recorded {CHILD}'s FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?   | ECLS-K | Introduction | NA  |
| 22 | INQ160      | {I have {CHILD} recorded as {male/female}. Is that correct?}/{Is {CHILD} male or female?}  | ECLS-K | Child's sex  | PQ2 |

|    | A            | B  | C      | D  | E        |
|----|--------------|--|--------|--|----------|
| 23 | INQ170       | {I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}  | ECLS-K | Child's date of birth  | PQ2      |
| 24 | INQ175       | So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ.170} years old. Is that correct?   | ECLS-K | Child's age  | PQ2      |
| 25 | INQ176       | How old is {CHILD}?  | ECLS-K | Child's age  | PQ2      |
| 26 | INQ180       | I have recorded that {CHILD}'s home address is...Is this still correct?  | ECLS-K | Home address   | NA       |
| 27 | INQ190       | {What is {CHILD}'s home address?}  | ECLS-K | Home address   | NA       |
| 28 | INQ200       | I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?  | ECLS-K | Telephone number   | NA       |
| 29 | INQ205       | {What is {CHILD}'s family's current home phone number?}  | ECLS-K | Telephone number   | NA       |
| 30 | INQ.210      | USE CONSENT SCRIPT BEFORE READING THE TEXT BELOW.<br>As part of the study, we are testing children's hearing. We would like to get your permission to do this with {CHILD}. For our records, please state your name, your relationship to {CHILD}, {CHILD}'s name, and that you give us permission to test {CHILD}'s hearing.  | ECLS-K | Consent for hearing screening                                      | NA       |
| 31 | TUQ040       | Some children go away during the summer for short periods of time to stay with relatives, to go to camp, or to go to other places. Please tell me, during the time that {CHILD} was out of regular school, how many weeks was {he/she} not staying with you, either at home or at another place?   | ECLS-K | Time with respondent during the summer                             | PQ2      |
| 32 | TUQ060/060OS | Where was {CHILD} when {he/she} was not with you?  | ECLS-K | Time with respondent during the summer                             | PQ2      |
| 33 | HEQ010a/b/c  | Now I'd like to talk with you about {CHILD}'s activities with family members during a <u>typical</u> week of the summer. {Since {CHILD} was not with you for a lot of the summer, please just answer questions about activities that you happen to know about, or tell us if you can't answer because {he/she} was away from you for the whole summer.} How often did you or any other family member ...<br>a. Do math activities with {CHILD}, such as learning numbers, adding, subtracting, or measuring. Would you say never, once or twice, 3-6 times, or every day?<br>b. Do writing activities with {him/her}?<br>c. Read books to {him/her}? | ECLS-K | Frequency of math, writing, and reading activities with the child  | PQ3, PQ4 |
| 34 | HEQ020       | Thinking about a typical week during the summer, when you or another family member read to {CHILD}, how long was {he/she} generally read to each time? Would you say...<br>15 minutes or less,<br>16 to 29 minutes,<br>30 to 45 minutes, or<br>46 minutes or more?   | ECLS-K | Frequency of reading activities with the child                     | PQ3, PQ4 |
| 35 | HEQ030a/b/c  | During a typical week during the summer, how often did {CHILD}...<br>a. Look at or read books on {his/her} own?<br>b. Use a computer or other electronic device for educational purposes?<br>c. Play outside actively (for example, running, jumping, or swinging)?  | ECLS-K | Frequency of reading activities, computer use, and playing outside | PQ3, PQ4 |

|    | A                 | B   | C                 | D   | E        |
|----|-------------------|---|-------------------|---|----------|
| 36 | HEQ038a/b         | Now I'd like to ask some questions about {CHILD}'s television or video watching during the summer. 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, or Xbox or handheld devices. On a typical summer day, how many hours of television, videotapes, or DVDs on average did {CHILD} watch?  | ECLS-K (modified) | Number of hours the child spent watching television                               | PQ4      |
| 37 | HEQ039a/b         | Now I'd like to ask some questions about the amount of time {CHILD} played video games over the summer. 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 or an iPod, iPad, or cellphone, or games played on the computer. On a typical summer day, how much time did {CHILD} spend playing video games? Please do not include time the child spent on the computer doing educational activities. | NEW               | Number of hours the child spent playing video games                               | PQ4      |
| 38 | HEQ050            | About how many times during <u>the summer</u> did {CHILD} go to the library or a bookstore?   | ECLS-K (modified) | Number of times the child went to a library or bookstore during the summer        | PQ4      |
| 39 | HEQ060            | Did {he/she} participate in any story hours at the library or bookstore?  | ECLS-K (modified) | Participation in story hours at the library or bookstore                          | PQ4      |
| 40 | HEQ090            | Did {CHILD}'s school give you a book list with particular books to read over the summer?  | ECLS-K (modified) | Whether the school provided a list of books for the child to read over the summer | PQ5      |
| 41 | HEQ095            | How many books on that list did {CHILD} read during the summer?   | NEW               | The number of books the child read from the book list                             | PQ5      |
| 42 | HEQ150a/b/c/d/e/f | During the summer, did you or another family member take {CHILD} to any of the following places?<br>a. An art gallery, museum, or historical site?<br>b. Zoos or aquariums?<br>c. Amusement parks?<br>d. Beaches, lakes, rivers, or state or national parks?<br>e. Plays or concerts?<br>f. A large city (other than where {CHILD} lives)?  | ECLS-K (modified) | Outings   | PQ3, PQ4 |
| 43 | HEQ220            | Summer school includes programs that schools suggest or require a child to attend, and also school enrichment programs that are optional. Did {CHILD} attend summer school this summer? Please don't include summer camp.   | ECLS-K            | Summer school   | PQ5      |
| 44 | HEQ230a/b         | How long did {CHILD} attend summer school this summer?  | ECLS-K            | Summer school   | PQ5      |
| 45 | HEQ250            | How many <u>days a week</u> did {CHILD} attend summer school or the school enrichment program?  | ECLS-K            | Summer school   | PQ5      |

|    | A                   | B   | C      | D   | E   |
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| 46 | HEQ260              | How many <u>hours a day</u> did {CHILD} attend this program?  | ECLS-K | Summer school   | PQ5 |
| 47 | HEQ270a/b/c/d/e/f/g | Did this program include...<br>a. Reading?<br>b. Math?<br>c. Science?<br>d. Art?<br>e. Music?<br>f. Computers?<br>g. English language instruction?  | ECLS-K | Summer school   | PQ5 |
| 48 | HEQ280              | Was the summer school a program ...<br>Required by the school,<br>Suggested by the school, or<br>A program you decided to send {him/her} to?  | ECLS-K | Summer school   | PQ5 |
| 49 | HEQ290              | During this past summer, did {CHILD} receive any type of services for children with special needs, such as speech or occupational therapy, or did {he/she} participate in a summer special education program? | ECLS-K | The child's receipt of therapy services or participation in a special education program over the summer   | PQ8 |
| 50 | HEQ298a/b/c/d/e/OS  | Did {CHILD} receive...<br>a. Speech or language therapy?<br>b. Occupational therapy?<br>c. Physical therapy?<br>d. Psychological services?<br>e. Any other kind of therapy? (SPECIFY)                         | ECLS-K | Speech or language therapy over the summer;<br>Occupational therapy over the summer;<br>Physical therapy over the summer; Psychological services over the summer; and Other types | PQ8 |
| 51 | HEQ300              | Did {CHILD} attend any day or overnight camps over the summer?  | ECLS-K | Summer camp   | PQ4 |
| 52 | HEQ305              | How many camps did {CHILD} go to?   | ECLS-K | Summer camp   | PQ4 |
| 53 | HEQ330              | {Please answer for the camp where {CHILD} spent the most time during the summer.} How many <u>days a week</u> did {CHILD} attend the camp?  | ECLS-K | Summer camp   | PQ4 |



|    | A               | B   | C      | D           | E   |
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| 54 | HEQ340          | How many <u>hours a day</u> did {CHILD} attend the camp?  | ECLS-K | Summer camp | PQ4 |
| 55 | HEQ350          | About how many <u>weeks</u> did {CHILD} attend the camp?  | ECLS-K | Summer camp | PQ4 |
| 56 | HEQ360a/b/c/d/e | {Now, I'd like to ask you about all the camps that {CHILD} went to during the summer.} {Now, I'd like to ask you about both camps that {CHILD} went to during the summer.} Did the camp{s} include...<br>a. Sports?<br>b. Arts and crafts?<br>c. Computers?<br>d. Academic activities?<br>e. Music, performing arts or drama? | ECLS-K | Summer camp | PQ4 |
| 57 | HEQ393          | Did {CHILD}'s participation in {this camp/any of these camps/either of these camps} help to cover the hours when you needed adult supervision for {him/her}?  | ECLS-K | Summer camp | PQ6 |
| 58 | HEQ430          | Was {CHILD} tutored over the summer on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?   | ECLS-K | Tutoring    | PQ7 |
| 59 | HEQ440/440OS    | What was {CHILD} tutored in?  | ECLS-K | Tutoring    | PQ7 |
| 60 | HEQ450          | How many <u>days a week</u> was {CHILD} tutored?  | ECLS-K | Tutoring    | PQ7 |
| 61 | HEQ460          | How many <u>hours a day</u> was {CHILD} tutored?  | ECLS-K | Tutoring    | PQ7 |
| 62 | HEQ470          | About how many <u>weeks</u> was {CHILD} tutored?  | ECLS-K | Tutoring    | PQ7 |
| 63 | CCQ011          | Did {CHILD} receive child care <u>during the summer</u> on a <u>regular basis</u> from someone other than you or another parent or guardian? This does not include occasional baby-sitting or backup care providers. It also does not include summer camp.  | ECLS-K | Child care  | PQ6 |
| 64 | CCQ012          | Let's talk about the child care that {CHILD} spent the most time in on a <u>regular basis</u> during the summer. Did {CHILD} spend the most time receiving child care from a relative, a non-relative in a private home, or a day care center or extended day program?  | ECLS-K | Child care  | PQ6 |
| 65 | CCQ013          | How many <u>hours each week</u> did {CHILD} {receive care from {his/her} relative/receive care from {his/her} non-relative/go to the day care center or extended day program}?  | ECLS-K | Child care  | PQ6 |

|    | A             | B   | C                      | D  | E   |
|----|---------------|---|------------------------|--|-----|
| 66 | CCQ014        | How many <u>weeks</u> during the summer did {CHILD} receive care from {his/her} relative/{his/her} non-relative/the day care center or extended day program/both {his/her} relative and non-relative combined/both {his/her} relative and the day care center or extended day program combined/both {his/her} non-relative and the day care center or extended day program combined/{his/her} relative, non-relative, and the day care center or extended day program combined? | ECLS-K                 | Child care                                 | PQ6 |
| 67 | CHQ.021       | Has {CHILD} had an ear infection since last spring?   | ECLS-K:2011 (modified) | Ear infections since last spring           | PQ9 |
| 68 | CHQ.022       | Has {CHILD} had an ear ache since last spring?  | ECLS-K:2011 (modified) | Ear infections since last spring           | PQ9 |
| 69 | CHQ.023       | Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?  | ECLS-K:2011 (modified) | Ear infections since last spring           | PQ9 |
| 70 | CHQ.024/024OS | Since last spring, how have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional?   | ECLS-K:2011 (modified) | Ear infection treatments since last spring | PQ9 |
| 71 | CHQ.025       | Since last spring, have ear tubes been placed in the right ear, left ear, or both ears when your child has had surgery to place tubes in {his/her} ears?  | ECLS-K:2011 (modified) | Ear tubes since last spring                | PQ9 |
| 72 | CHQ.216       | Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. Would you say {CHILD} has...<br><br>excellent hearing<br>good hearing,<br>a little trouble hearing,<br>moderate trouble hearing..<br>a lot of trouble hearing, or<br>is deaf?  | ECLS-K                 | Hearing problems                           | PQ9 |
| 73 | CHQ.221       | Is {CHILD}'s hearing worse in one ear?  | ECLS-K:2011            | Hearing problems                           | PQ9 |

|    | A                 | B   | C                      | D                    | E   |
|----|-------------------|---|------------------------|----------------------|-----|
| 74 | CHQ.222           | Which best describes {CHILD}'s hearing in {his/her} worse ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. Is {CHILD}'s hearing...<br><br>Excellent,<br>Good,<br>A little trouble hearing,<br>Moderate trouble hearing,<br>A lot of trouble hearing, or<br>Deaf? | ECLS-K:2011            | Hearing problems     | PQ9 |
| 75 | CHQ.235           | {Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?  | ECLS-K (modified)      | Hearing problems     | PQ9 |
| 76 | CHQ.245           | Did you obtain a diagnosis of a problem from a professional?  | ECLS-K (modified)      | Hearing diagnosis    | PQ9 |
| 77 | CHQ.246/CHQ.246OS | What was the diagnosis?   | ECLS-K:2011            | Hearing diagnosis    | PQ9 |
| 78 | CHQ.256           | {Since last spring, has {CHILD} gotten/Has {CHILD} ever worn} a hearing aid?  | ECLS-K:2011 (modified) | Use of a hearing aid | PQ9 |
| 79 | CMQ680            | WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?   | ECLS-K                 | Closing              | NA  |
| 80 | CMQ690/690OS      | WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, OR ANOTHER LANGUAGE?  | ECLS-K                 | Closing              | NA  |
| 81 | CMQ695            | WHERE WAS THIS INTERVIEW CONDUCTED?   | ECLS-K                 | Closing              | NA  |
| 82 | CMQ700            | Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.  | ECLS-K                 | Closing              | NA  |
| 83 | CMQ701            | We would like to call the parent or guardian for {CHILD} at the household where {he/she} lives. Could you please give me the name and telephone number for the home that I should call?   | ECLS-K                 | Closing              | NA  |
| 84 | CMQ702            | We would like to call back when {this person/{CHILD}'s parent or guardian} is available. Please tell me when we should call back.   | ECLS-K                 | Closing              | NA  |
| 85 | CMQ703            | Thank you.  | ECLS-K                 | Closing              | NA  |
| 86 | CMQ720            | PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.   | ECLS-K                 | Closing              | NA  |

|    | A  | B             | C  | D             | E   | F                        |
|----|--|---------------|--|---------------|---|--------------------------|
| 1  | <b>Spring First-Grade General Classroom Teacher Teacher-/Classroom-Level Questionnaire, Appendix C</b> |               |  |               |   |                          |
| 2  |  |               |  |               |   |                          |
| 3  | <b>Section</b>   | <b>Item #</b> | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>  | <b>Research Question</b> |
| 4  | <b>Classroom and Student Characteristics</b>   | A1            | As of today's date, how many children... Are currently enrolled in your class? Have joined the class since the beginning of the school year? Have left the class since the beginning of the school year? | ECLS-K        | Number of students who enter and leave during the school year                             | TQ1                      |
| 5  |  | A2            | How many hours per day does your class normally meet?  | ECLS-K        | Class Time  | TQ1                      |
| 6  |  | A3            | How many days per week does your class normally meet?  | ECLS-K        | Class Time  | TQ1                      |
| 7  |  | A4            | Do you currently teach a multigrade class?   | ECLS-K        | Grade levels of classes the teacher teaches   | TQ1                      |
| 8  |  | A5            | What grade levels are included in your class?  | ECLS-K        | Grade levels of classes the teacher teaches   | TQ1                      |
| 9  |  | A6            | As of today's date, how many children in your class are the following ages?  | ECLS-K        | Class demographics/age distribution; class size   | TQ2                      |
| 10 |  | A7            | As of today's date, how many children in each of your class belong to each of the following racial/ethnic groups?  | ECLS-K        | Class demographics/race-ethnicity distribution  | TQ2                      |
| 11 |  | A8            | As of today's date, how many boys and girls are there in your class?   | ECLS-K        | Class demographics/gender distribution  | TQ2                      |
| 12 |  | A9            | How many of the children in your class are repeating this grade this year?   | ECLS-K        | Class characteristics/repeaters   | TQ2                      |
| 13 |  | A10           | How many children in your class...   | ECLS-K        | Students above or below grade level in reading/math; gifted and talented; tardy or absent | TQ3                      |

|    | A | B   | C   | D                          | E  | F   |
|----|---|-----|---|----------------------------|--|-----|
| 14 |   | A11 | At this point in the school year, how would you rate the behavior of the children in your class?  | ECLS-K                     | Overall behavior of the class                                  | TQ1 |
| 15 |   | A12 | How many children in your class have a diagnosed disability?  | ECLS-K                     | Number of students with disabilities                           | TQ3 |
| 16 |   | A13 | How many of those children with a diagnosed disability are currently receiving special health or educational services or accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations? | ECLS-K                     | Number of children in the classroom receiving special services | TQ3 |
| 17 |   | A14 | How many of those children with a diagnosed disability need more help than they are currently receiving?  | ECLS-K                     | Number of children in the classroom who need more help         | TQ3 |
| 18 |   | A15 | Are any languages other than English used by teachers, aides, or other adults in your classroom?  | ECLS-K                     | Languages used in the classroom                                | TQ3 |
| 19 |   | A16 | How often is a non-English language used by teachers, aides, or other adults in your class in the following ways?   | New, ECLS-K:2011 item pool | Instruction for English language learners                      | TQ3 |
| 20 |   | A17 | What languages are used for academic instruction in your class?   | ECLS-K                     | Languages used in the classroom                                | TQ3 |
| 21 |   | A18 | In which languages other than English are the books or other written materials in your classroom?   | New                        | Instruction for English language learners                      | TQ3 |
| 22 |   | 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)?  | ECLS-K                     | Number of language minority children                           | TQ3 |
| 23 |   | A20 | Which languages other than English are spoken by one or more children in your class?  | ECLS-K                     | Languages used in the classroom                                | TQ3 |

|    | A                                       | B   | C   | D  | E   | F   |
|----|---|-----|---|--|---|-----|
| 24 |   | 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.) | ECLS-K   | Number of English language learners       | TQ3 |
| 25 |   | A22 | How many English language learners (ELL) do you have in your class?   | ECLS-K   | Number of English language learners       | TQ3 |
| 26 |   | 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?  | ECLS-K   | Instruction for English language learners | TQ3 |
| 27 |   | A24 | If you provide specialized language instruction in your classroom for English language learners, would you say this instruction is primarily...   | ECLS-K   | Instruction for English language learners | TQ3 |
| 28 |   | A25 | Which languages other than English are spoken by you or any other teacher or aide to the ELL children in your class for instructional support or conversation?  | ECLS-K   | Languages used in the classroom           | TQ3 |
| 29 |   | A26 | How often do English language learners (ELL children) in your class do each of the following activities?  | New item written from IES guidelines for effective ELL instructional strategies. | Instruction for English language learners | TQ3 |
| 30 |   |     |   |  |   |     |
| 31 | <b>Class Organization and Resources</b> | B1  | In a typical day, how much time does a child in your class spend in the following types of activities?  | ECLS-K   | Class organization                        | TQ1 |
| 32 |   | B2  | During a typical day, how much time per day would you estimate that you spend on classroom discipline and handling disruptive behavior?   | ECLS-K   | Overall behavior of the class             | TQ1 |

|    | A | B   | C   | D   | E  | F   |
|----|---|-----|---|---|--|-----|
| 33 |   | B3  | How <u>often</u> does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements? | ECLS-K  | Use of class time, by subject area                         | TQ1 |
| 34 |   | B4  | On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?  | ECLS-K  | Use of class time, by subject area                         | TQ1 |
| 35 |   | B5  | In an average week, how often do you divide your class into achievement groups for reading and math activities or lessons?  | ECLS-K  | Use of achievement groups                                  | TQ1 |
| 36 |   | B6  | On days when you use achievement grouping, how many groups do you have in your class? How many minutes is your class usually divided into achievement groups for reading and math activities or lessons?        | ECLS-K  | Use of achievement groups                                  | TQ1 |
| 37 |   | B7  | How often do the children in your class do the following activities?  | ECLS-K  | Class activities (outside of class)<br>library use         | TQ1 |
| 38 |   | B8  | How many days a week do children have recess?   | ECLS-K  | Class activities (outside of class)/<br>recess             | TQ1 |
| 39 |   | B9  | On days when students have recess, between the school day starting time and the dismissal time, how many times a day do children have recess?   | ECLS-K  | Class activities (outside of class)/<br>recess             | TQ1 |
| 40 |   | B10 | In a typical day, how much time do children in your class spend in the following activities?  | ECLS-K  | Class organization   | TQ1 |
| 41 |   | B11 | Do any of the following staff members provide direct instruction to students in your class who are <u>struggling or at risk of failure</u> in reading or math?  | Adapted from Reading First Impact Study--<br>Teacher Survey | Response to Intervention-related<br>policies and practices | TQ8 |

|    | A  | B   | C  | D   | E   | F   |
|----|--|-----|--|---|---|-----|
| 42 |  | B12 | How many <u>hours</u> a week do different types of paid paraprofessionals/aides and/or volunteers usually work directly with children on instructional tasks either in your classroom or in a pull-out setting?  | ECLS-K  | Classroom Aides   | TQ1 |
| 43 |  | B13 | How often are the following materials or resources used in your class?   | ECLS-K  | Availability, use, and adequacy of materials                          | TQ1 |
| 44 |  | B14 | Please report the following about the computers in your classroom. Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. In row a, report the number of computers that are located in your classroom everyday and the number of these with Internet access. In row b, report the number of computers that can be brought into your classroom (for example, laptops on carts) and the number of these that have Internet access. Indicate the number that are generally brought in at one time. | new   | Availability, use, and adequacy of materials; instruction method      | TQ1 |
| 45 |  | B15 | How frequently do you or your students use computers or the following electronic devices for instructional purposes?   | ECLS-K  | Availability, use, and adequacy of materials                          | TQ1 |
| 46 |  |     |  |   |   |     |
| 47 | <b>Instructional Activities and Curricular Focus</b> | C1  | How often do you use the following resources to teach reading in your class?   | NAEP; Cognitive interviews                          | Availability, use, and adequacy of materials                          | TQ1 |
| 48 |  | C2  | From the first day of school until today, please indicate how many days each of the following <b>READING</b> 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.  | ECLS-K, updated to reflect common core of standards | Time spent on specific activities and skills in reading/language arts | TQ1 |



|    | A                                       | B  | C   | D   | E   | F   |
|----|---|----|---|---|---|-----|
| 49 |   | 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. | ECLS-K, updated to reflect common core of standards | Time spent on specific activities and skills in mathematics | TQ1 |
| 50 |   | C4 | From the first day of school until today, please indicate how often each of the following SCIENCE 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.  | ECLS-K, updated                                     | Topics taught in science                                    | TQ1 |
| 51 |   | C5 | For this school year as a whole, please indicate if each of the following SCIENCE or SOCIAL STUDIES topics or skills is taught either in your class in its own unit or lesson or as part of a unit/lesson on a different topic.   | ECLS-K, updated                                     | Topics taught in social studies and science                 | TQ1 |
| 52 |   | C6 | In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day.  | ECLS-K  | Use of homework   | TQ1 |
| 53 |   | C7 | On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?  | ECLS-K  | Use of homework   | TQ1 |
| 54 |   |    |   |   |   |     |
| 55 | <b>Parent Involvement</b>               | D1 | How many regularly scheduled conferences do you have with a parent or guardian of each child in your class during the school year?  | ECLS-K  | Communication with parents                                  | TQ5 |
| 56 |   | D2 | What percentage of children in your class have parents who participate in the following activities?   | ECLS-K  | Parent involvement in school                                | TQ5 |
| 57 |   | D3 | During this school year, have you made contacts with parents in the following ways?   | ECLS-K  | Communication with parents                                  | TQ5 |
| 58 |   |    |   |   |   |     |
| 59 | <b>Evaluation and Grading Practices</b> | E1 | How important is each of the following in evaluating the children in your class for reporting to parents?   | ECLS-K  | Methods of assessing children's progress                    | TQ1 |
| 60 |   | E2 | Across all subjects, how often do you use the following to assess your students?  | ECLS-K  | Methods of assessing children's progress                    | TQ1 |

|    | A   | B  | C   | D   | E  | F   |
|----|---|----|---|---|--|-----|
| 61 |   | E3 | How often do you use a formal assessment in READING for the following purposes?   | new   | Response to Intervention-related policies and practices              | TQ8 |
| 62 |   | E4 | How often do you use a formal assessment in MATH for the following purposes?  | new   | Response to Intervention-related policies and practices              | TQ8 |
| 63 |   | E5 | Which of the following do you use to provide parents with information about their children's performance?                 | SASS  | Methods of assessing children's progress; communication with parents | TQ1 |
| 64 | <b>School and Staff Activities</b>                    | F1 | Did you participate in any professional development* within the last 12 months  | new   | Professional development activities                                  | TQ4 |
| 65 |   | F2 | During the past 12 months, how often have you participated in the following staff development and training activities?    | ECLS-K  | Professional development activities                                  | TQ4 |
| 66 |   | F3 | How often did you participate in professional development activities covering the following topics in the last 12 months? | Adapted from Reading First Impact Study--Teacher Survey | Response to Intervention-related policies and practices              | TQ8 |
| 67 |   | F4 | Have you received support from any of the following staff members during the current academic year?                       | new   | Response to Intervention-related policies and practices              | TQ8 |
| 68 |   | F5 | Have you been observed by a peer for the purpose of receiving instructional feedback during the current academic year?    | new   | Professional development activities                                  | TQ4 |
| 69 | <b>Views on School Climate and School Environment</b> | G1 | Please indicate the extent to which you agree or disagree with each of the following statements about your school.        | ECLS-K  | School climate   | TQ4 |

|    | A                         | B  | C  | D  | E   | F   |
|----|---------------------------|----|--|--|---|-----|
| 70 |                           | G2 | To what extent do you agree or disagree with the following statements?                             | ECLS-K   | Teacher's sense of efficacy; Job satisfaction                 | TQ4 |
| 71 |                           | G3 | To what extent do you agree or disagree with the following statements?                             | ECLS-K   | Teacher's sense of efficacy; Job satisfaction                 | TQ4 |
| 72 |                           | G4 | Indicate how much you agree or disagree with the following statements about your school and staff. | ECLS-K   | Teacher's sense of efficacy; Job satisfaction; school climate | TQ4 |
| 73 |                           | G5 | For each of the following statements about READING, indicate how strongly you agree or disagree.   | Adapted from WA (RTI) and HB 2136: Spring 2010 | Response to Intervention-related policies and practices       | TQ8 |
| 74 |                           | G6 | For each of the following statements about MATH, indicate how strongly you agree or disagree.      | Adapted from WA (RTI) and HB 2136: Spring 2010 | Response to Intervention-related policies and practices       | TQ8 |
| 75 | <b>Teacher Background</b> | H1 | What is your gender?   | ECLS-K   | Teacher's sex, age, and race/ethnicity                        | TQ4 |
| 76 |                           | H2 | In what year were you born?  | ECLS-K   | Teacher's sex, age, and race/ethnicity                        | TQ4 |
| 77 |                           | H3 | Are you Hispanic or Latino?  | ECLS-K   | Teacher's sex, age, and race/ethnicity                        | TQ4 |

|    | A | B   | C   | D      | E  | F   |
|----|---|-----|---|--------|--|-----|
| 78 |   | H4  | Which best describes your race?   | ECLS-K | Teacher's sex, age, and race/ethnicity                           | TQ4 |
| 79 |   | H5  | What is the highest level of education you have completed?  | ECLS-K | Teacher's education, including degrees and credentials/licenses; | TQ4 |
| 80 |   | H6  | What is the highest level of education completed <u>by your own parents</u> ?                                   | ECLS-K | Teacher's parents' education level                               | TQ4 |
| 81 |   | H7  | Counting this school year, how many years have you taught each of the following grades and programs?            | ECLS-K | Teaching experience, by school and grade                         | TQ4 |
| 82 |   | H8  | Counting this school year, how many years have you taught in your current school, including part-time teaching? | ECLS-K | Teaching experience, by school and grade                         | TQ4 |
| 83 |   | H9  | Counting this school year, how many years have you been a schoolteacher?  | ECLS-K | Teaching experience, by school and grade                         | TQ4 |
| 84 |   | H10 | Have you taken the exam for National Board for Professional Teaching Standards certification?                   | ECLS-K | Board certification  | TQ4 |
| 85 |   | H11 | What is the name of the college or university where you earned your highest degree?                             | SASS   | Teacher's education, including degrees and credentials/licenses; | TQ4 |

|    | A | B   | C  | D      | E  | F   |
|----|---|-----|--|--------|--|-----|
| 86 |   | H12 | In what city and state is it located?  | SASS   | Teacher's education, including degrees and credentials/licenses; | TQ4 |
| 87 |   | H13 | If you have an associate's or bachelor's degree, indicate your undergraduate major field of study. | ECLS-K | Teacher's education, including degrees and credentials/licenses; | TQ4 |

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| 3  | <b>Research Question Text</b>   |
| 4  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 5  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 6  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 7  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 8  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 9  | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?   |
| 10 | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?   |
| 11 | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?   |
| 12 | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills?   |
| 13 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |

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| 14 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children’s academic and social development?  |
| 15 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
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| 24 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
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| 31 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?  |
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| 33 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?  |
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| 39 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?  |
| 40 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?  |
| 41 | To what extent do teachers and other school staff use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |

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| 42 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development? |
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| 47 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development? |
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| 49 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development? |
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| 52 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development? |
| 53 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development? |
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| 55 | Do teachers' practices to involve parents result in higher levels of parent involvement?   |
| 56 | Do teachers' practices to involve parents result in higher levels of parent involvement?   |
| 57 | Do teachers' practices to involve parents result in higher levels of parent involvement?   |
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| 59 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development? |
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| 61 | To what extent do teachers and other school staff use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts?  |
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| 63 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?   |
| 64 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 65 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
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| 78 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
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|    | A   | B             | C  | D             | E   | F                        |
|----|---|---------------|--|---------------|---|--------------------------|
| 1  | <b>Spring First-Grade General Classroom Teacher Child-Level Questionnaire, Appendix C</b> |               |  |               |   |                          |
| 2  |   |               |  |               |   |                          |
| 3  | <b>Section</b>  | <b>Item #</b> | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>  | <b>Research Question</b> |
| 4  | <b>Language and Literacy</b>  |               | 1 Contributes relevant information to classroom discussions - for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 5  |   |               | 2 Understands and interprets a story or other text read to him/her - for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did.  | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 6  |   |               | 3 Reads words with regular vowel sounds - for example, reads "coat," "junk," "lent," "chimp," "halt," or "bite."   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 7  |   |               | 4 Reads words with irregular vowel sounds - for example, reads "through," "point," "enough," or "shower."  | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 8  |   |               | 5 Reads first grade books independently with comprehension - for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells a story after reading it.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 9  |   |               | 6 Reads first grade books fluently - for example, easily reads words in meaningful phrases rather than reading word by word.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 10 |   |               | 7 Composes a story with a clear beginning, middle, and end.  | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 11 |   |               | 8 Demonstrates an understanding of some of the conventions of print - for example, by appropriately using question marks, exclamation points, and quotation marks.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 12 |   |               | 9 Demonstrates beginning writing skills - for example writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (e.g., "vakashun" for "vacation"). | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |



|    | A                            | B | C   | D      | E   | F   |
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| 13 | <b>Science</b>               |   | 10 Uses his/her senses to explore and observe – for example, observes how a push or pull can change the way an object is moving, or observes and describes properties of rocks, soil, and water, or uses tools (such as hand lenses, thermometers, rulers) to gather information about objects.           | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 14 |                              |   | 11 Forms explanations based on observations and explorations – for example, explains the best growing conditions for a plant after investigating with light and water.  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 15 |                              |   | 12 Classifies and compares living and non-living things in different ways – for example, classifies vegetables that grow above or below the ground, or measures objects and classifies them by size or weight.  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 16 |                              |   | 13 Makes logical predictions when pursuing scientific investigations – for example, predicts whether or not objects are magnetic based on the materials they are made of.   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 17 |                              |   | 14 Communicates scientific information – for example, records data from measurement tools (e.g., clocks, thermometers, etc.), or constructs bar graphs.   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 18 |                              |   | 15 Demonstrates understanding of physical science concepts – for example, identifies the three states of matter, identifies that heat causes change, or compares objects according to temperature.  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 19 |                              |   | 16 Demonstrates understanding of life science concepts – for example, understands that living organisms inhabit various environments and have various external features to help them satisfy their needs, or recognizes that all plants and animals have basic life needs (e.g., air, water, food, etc.). | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 20 |                              |   | 17 Demonstrates understanding of earth and space science concepts – for example, describes how weather affects people's daily activities, or explains that shadows are caused when sunlight is blocked by objects, or identifies natural resources..  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 21 | <b>Mathematical Thinking</b> |   | 18 Demonstrates an understanding of place value – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |

|    | A   | B    | C  | D                       | E   | F        |
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| 22 |   | 19   | Models, reads, writes, and compares whole numbers – for example, recognizes that 30 is the same quantity if it is 30 rabbits or 30 tallies or 15 + 15 red dots, or understands that the number 25 is smaller than 41.  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 23 |   | 20   | Counts change with two different types of coins – for example, two quarters and a nickel, or three dimes and two pennies.  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 24 |   | 21   | Surveys, collects, and organizes data into simple graphs – for example, by making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type. | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 25 |   | 22   | Makes reasonable estimates of quantities – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100.  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 26 |   | 23   | Measures to the nearest whole number using common instruments – for example, rulers, tape measures, thermometers, or scales.   | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 27 |   | 24   | Uses a variety of strategies to solve math problems – for example, by using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others.  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 28 |   | 25   | Models, reads, writes, and compares fractions – for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$ , or shows that $\frac{1}{4}$ of a set of 12 is 3.   | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 29 | <b>Social Skills</b>                      | 1-26 | Items not included due to copyright restrictions (26 items total)  | SSRS Elementary Scale A | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 30 | <b>Classroom Behaviors Questionnaire</b>  | 1-12 | Items not included due to copyright restrictions (12 items total)  | CBQ                     | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |
| 31 | <b>Student Teacher Relationship Scale</b> | 1-15 | Items not included due to copyright restrictions (15 items total)  | STRS                    | Level of closeness between child and teacher; level of conflict between child and teacher | TQ6; TQ7 |
| 32 | <b>Student Information</b>                | 1    | In which grade is this child enrolled?   | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior                     | TQ7      |

App C Spring 1st TQC (Child)

|    | A | B | C   | D      | E   | F        |
|----|---|---|---|--------|---|----------|
| 33 |   |   | 2 How long has this child been in your classroom this school year?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 34 |   |   | 3 Please indicate the total number of absences for this child for the current school year.  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 35 |   |   | 4 Has this child ever fallen 2 or more weeks behind in school work this year?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 36 |   |   | 5 Why has this child fallen behind in school work?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 37 |   |   | 6 Does this child receive (or has he/she received during this school year) instruction in any of the following types of programs in your school?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 38 |   |   | 7 Does this child receive (or has he/she received during this school year) instruction and/or related services in your school at any of the following times <u>outside of the regular school day</u> ?                                      | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 39 |   |   | 8 Is English this child's native language?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 40 |   |   | 9 Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 41 |   |   | 10 Would you say the instruction this child receives is primarily ...   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 42 |   |   | 11 How often AND how much time does this child usually receive specialized language instruction (ESL, bilingual education, dual-language program), whether as part of a whole class, in a small group, or in an individualized arrangement? | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |

App C Spring 1st TQC (Child)

|    | A | B   | C  | D      | E   | F        |
|----|---|-----|--|--------|---|----------|
| 43 |   | 11a | How many days?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 44 |   | 11b | How much time per day (on the days instruction is received)?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 45 |   | 12  | During this school year, how often is this child's <u>academic instruction</u> provided in his/her native language?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 46 |   | 13  | Does this child have an IEP/IFSP on record with the school?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 47 |   | 14  | Does this child receive instruction in any of the following types of programs in your school?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 48 |   | 15  | Does this child receive special accommodations (e.g., for a disability or limited English proficiency) to participate in the school's testing or assessment program? | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 49 |   | 16  | During <i>structured</i> play time, how does this child compare with other children in the class in terms of physical activity?                                      | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 50 |   | 17  | During <i>unstructured</i> play time, how does this child compare with other children in the class in terms of physical activity?                                    | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 51 |   | 18  | 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?                         | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |

App C Spring 1st TQC (Child)

|    | A | B  | C  | D      | E   | F        |
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| 52 |   | 19 | How many achievement groups in <u>reading</u> do you currently have in this child's class?                               | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 53 |   | 20 | In which reading group is this child currently placed?   | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 54 |   | 21 | How many achievement groups in <u>mathematics</u> do you currently have in this child's class?                           | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 55 |   | 22 | In which mathematics group is this child currently placed?   | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 56 |   | 23 | During this school year, have this child's parents/guardians participated in the following activities?                   | ECLS-K | Parent involvement in school activities                               | TQ5      |
| 57 |   | 24 | How involved at the school would you say this child's parents/guardians are?   | ECLS-K | Parent involvement in school activities                               | TQ5      |
| 58 |   | 25 | During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians? | ECLS-K | Communication with parents about children's performance               | TQ5      |
| 59 |   | 26 | Was the purpose of the communication with this child's parents/guardians to discuss ...                                  | ECLS-K | Communication with parents about children's performance               | TQ5      |
| 60 |   | 27 | Are you this child's primary teacher in the following subject areas?   | ECLS-K | N/A   | N/A      |
| 61 |   | 28 | How far in school do you think this child will go? Do you think this child will...                                       | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 62 |   | 29 | Date questionnaire completed   |        |   |          |

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| 3  | <b>Research Question Text</b>   |
| 4  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 5  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 6  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
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| 13 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 14 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 15 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 16 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
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| 18 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 19 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 20 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 21 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |

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| 22 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
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| 29 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 30 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 31 | How do teacher's relationships with individual students differ? What is the relationship of those differences to children's academic and social development? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 32 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |



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| 33 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 34 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 35 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 36 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 37 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 38 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
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| 47 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 48 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 49 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 50 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 51 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |

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| 52 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?; How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
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| 56 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 57 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 58 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 59 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 60 | N/A   |
| 61 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?   |
| 62 |   |

|    | A   | B             | C  | D             | E   | F                        |
|----|---|---------------|--|---------------|---|--------------------------|
| 1  | <b>Spring First-Grade General Classroom Teacher Teacher-/Classroom-Level Questionnaire Teachers of Study Children in Kindergarten, Appendix C</b> |               |  |               |   |                          |
| 2  |   |               |  |               |   |                          |
| 3  | <b>Section</b>  | <b>Item #</b> | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>  | <b>Research Question</b> |
| 4  |   | A1            | Which of the following describes the kindergarten class or classes you currently teach?  | ECLS-K        | Class structure   | TQ1                      |
| 5  |   | A2            | As of today's date, how many children...<br>Are currently enrolled?, Have joined the class since the beginning of the school year? Have left the class since the beginning of the school year? | ECLS-K        | Number of students who enter and leave during the school year | TQ1                      |
| 6  |   | A3            | How many hours per day does each of your classes normally meet?  | ECLS-K        | Class Time  | TQ1                      |
| 7  |   | A4            | How many days per week does each of your classes normally meet?  | ECLS-K        | Class Time  | TQ1                      |
| 8  |   | A5            | What type(s) of kindergarten program(s) do you teach?  | ECLS-K        | Classes teacher teaches                                       | TQ1                      |
| 9  |   | A6            | Do you currently teach a multigrade class?   | ECLS-K        | Classes teacher teaches                                       | TQ1                      |
| 10 |   | A7            | What grade levels are included in each of the classes that you teach?  | ECLS-K        | Classes teacher teaches                                       | TQ1                      |
| 11 |   | A8            | As of today's date, how many children in each of your classes are the following ages?  | ECLS-K        | Class demographics/age distribution; class size               | TQ2                      |
| 12 |   | A9            | As of today's date, how many children in each of your classes belong to each of the following racial/ethnic groups?  | ECLS-K        | Class demographics/race-ethnicity distribution                | TQ2                      |
| 13 |   | A10           | As of today's date, how many boys and girls are there in each of your classes?   | ECLS-K        | Class demographics/gender distribution                        | TQ2                      |
| 14 |   | A11           | How many of the children in each of your classes are repeating kindergarten this year?   | ECLS-K        | Class characteristics/repeaters                               | TQ2                      |

|    | A | B   | C  | D                          | E   | F   |
|----|---|-----|--|----------------------------|---|-----|
| 15 |   | A12 | What proportion of the children in each of your classes demonstrated the following skills when they started school this year?  | ECLS-K                     | Class characteristics: skills   | TQ3 |
| 16 |   | A13 | How many children in each of your classes...   | ECLS-K                     | Students above or below grade level in reading/math; gifted and talented; tardy or absent | TQ3 |
| 17 |   | A14 | At this point in the school year, how would you rate the behavior of the children in each of your classes?   | ECLS-K                     | Overall behavior of the class   | TQ1 |
| 18 |   | A15 | How many children in each of your classes have a diagnosed disability?   | ECLS-K                     | Number of students with disabilities  | TQ3 |
| 19 |   | A16 | In each of your classes, how many of those children with a diagnosed disability are currently receiving special health or educational services or accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations? | ECLS-K                     | Number of children in the classroom receiving special services                            | TQ3 |
| 20 |   | A17 | In each of your classes, how many of those children with a diagnosed disability need more help than they are currently receiving?  | ECLS-K                     | Number of children in the classroom who need more help                                    | TQ3 |
| 21 |   | A18 | Are any languages other than English used by teachers, aides, or other adults in your classroom?   | ECLS-K                     | Languages used in the classroom   | TQ3 |
| 22 |   | A19 | How often is a non-English language used by teachers, aides, or other adults in each of your classes in the following ways?  | New, ECLS-K:2011 item pool | Instruction for English language learners   | TQ3 |
| 23 |   | A20 | What languages are used for academic instruction in each of your classes?  | ECLS-K                     | Languages used in the classroom   | TQ3 |

|    | A | B   | C   | D  | E   | F   |
|----|---|-----|---|--|---|-----|
| 24 |   | A21 | In which languages other than English are the books or other written materials in your classroom?   | New  | Instruction for English language learners | TQ3 |
| 25 |   | A22 | Do any of the children in each of your classes speak a language other than English (aside from native English speakers who are learning a foreign language)?  | ECLS-K   | Number of language minority children      | TQ3 |
| 26 |   | A23 | Which languages other than English are spoken by one or more children in each of your classes?  | ECLS-K   | Languages used in the classroom           | TQ3 |
| 27 |   | A24 | Do you have any children who are English language learners in each of your classes? (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.) | ECLS-K   | Number of English language learners       | TQ3 |
| 28 |   | A25 | How many English language learners (ELL) do you have in each of your classes?   | ECLS-K   | Number of English language learners       | TQ3 |
| 29 |   | A26 | How many of the ELL children in each of your classes receive instruction designed to teach listening to, speaking, reading, and writing the English language to children with limited English proficiency in the following ways?  | ECLS-K   | Instruction for English language learners | TQ3 |
| 30 |   | A27 | If you provide specialized language instruction in your classroom for English language learners, would you say this instruction is primarily...   | ECLS-K   | Instruction for English language learners | TQ3 |
| 31 |   | A28 | Which languages other than English are spoken by you or any other teacher or aide to the ELL children in each of your classes for instructional support or conversation?  | ECLS-K   | Languages used in the classroom           | TQ3 |
| 32 |   | A29 | How often do English language learners (ELL children) in your class or classes do each of the following activities?   | New item written from IES guidelines for effective ELL instructional strategies. | Instruction for English language learners | TQ3 |
| 33 |   |     |   |  |   |     |

|    | A                                       | B   | C   | D      | E  | F   |
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| 34 | <b>Class organization and resources</b> | B1  | In a typical day, how much time does a child in your class or classes spend in the following types of activities?   | ECLS-K | Class organization                                 | TQ1 |
| 35 |   | B2  | Does your classroom have the following interest areas or centers for activities?  | ECLS-K | Class organization                                 | TQ1 |
| 36 |   | B3  | During a typical day, how much time per day would you estimate that you spend on classroom discipline and handling disruptive behavior?   | ECLS-K | Overall behavior of the class                      | TQ1 |
| 37 |   | B4a | How <u>often</u> does the typical child in your class or classes usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?      | ECLS-K | Use of class time, by subject area                 | TQ1 |
| 38 |   | B4b | On the days children work in these areas, how much time does the typical child in your class or classes usually work on lessons or projects in the following general subject areas?   | ECLS-K | Use of class time, by subject area                 | TQ1 |
| 39 |   | B5  | In an average week, how often do you divide your class or classes into achievement groups for reading and math activities or lessons?   | ECLS-K | Use of achievement groups                          | TQ1 |
| 40 |   | B6  | On days when you use achievement grouping, how many groups do you have in your class or classes? How many minutes are your class or classes usually divided into achievement groups for reading and math activities or lessons? | ECLS-K | Use of achievement groups                          | TQ1 |
| 41 |   | B7  | How often do the children in your class or classes do the following activities?   | ECLS-K | Class activities (outside of class)<br>library use | TQ1 |
| 42 |   | B8  | How many days a week do children have recess?   | ECLS-K | Class activities (outside of class)/<br>recess     | TQ1 |
| 43 |   | B9  | On days when children have recess, between the school day starting time and the dismissal time, how many times a day do children have recess?   | ECLS-K | Class activities (outside of class)/<br>recess     | TQ1 |

|    | A  | B   | C  | D   | E   | F   |
|----|--|-----|--|---|---|-----|
| 44 |  | B10 | In a typical day, how much time do children in your class or classes spend in the following activities?  | ECLS-K  | Class organization  | TQ1 |
| 45 |  | B11 | Do any of the following staff members provide direct instruction to students in your class who are struggling or at risk of failure in reading or math?  | Adapted from Reading First Impact Study--Teacher Survey | Response to Intervention-related policies and practices               | TQ8 |
| 46 |  | B12 | How many hours a week do different types of paid paraprofessionals/aides and/or volunteers usually work directly with children on instructional tasks either in your classroom or in a pull-out setting?   | ECLS-K  | Classroom Aides   | TQ1 |
| 47 |  | B13 | How often are the following materials or resources used in your class or classes?  | ECLS-K  | Availability, use, and adequacy of materials                          | TQ1 |
| 48 |  | B14 | Please report the following about the computers in your classroom. Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. In row a, report the number of computers that are located in your classroom everyday and the number of these with Internet access. In row b, report the number of computers that can be brought into your classroom (for example, laptops on carts) and the number of these that have Internet access. Indicate the number that are generally brought in at one time. | New   | Availability, use, and adequacy of materials; instruction method      | TQ1 |
| 49 |  | B15 | How frequently do you or your students use computers or the following electronic devices for instructional purposes?   | ECLS-K  | Availability, use, and adequacy of materials                          | TQ1 |
| 50 |  |     |  |   |   |     |
| 51 | <b>Instructional Activities and Curricular Focus</b> | C1  | How often do you use the following resources to teach reading in your class or classes?  | NAEP; Cognitive interviews                              | Availability, use, and adequacy of materials                          | TQ1 |
| 52 |  | C2  | How often do children in your class or classes do each of the following READING and LANGUAGE ARTS activities?  | ECLS-K  | Time spent on specific activities and skills in reading/language arts | TQ1 |
| 53 |  | C3  | For this school year as a whole, please indicate how often each of the following READING and LANGUAGE ARTS skills is taught in your class or classes.  | ECLS-K  | Time spent on specific activities and skills in reading/language arts | TQ1 |
| 54 |  | C4  | How often do children in your class or classes do each of the following MATH activities?   | ECLS-K  | Time spent on specific activities and skills in mathematics           | TQ1 |



|    | A                                       | B  | C  | D      | E  | F   |
|----|---|----|--|--------|--|-----|
| 55 |   | C5 | For this school year as a whole, please indicate how often each of the following MATH skills is taught in your class or classes.                         | ECLS-K | Time spent on specific activities and skills in mathematics          | TQ1 |
| 56 |   | C6 | For this school year as a whole, please indicate if each of the following SCIENCE or SOCIAL STUDIES topics or skills is taught in your class or classes. | ECLS-K | Topics taught in social studies and science                          | TQ1 |
| 57 |   | C7 | In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day.                               | ECLS-K | Use of homework  | TQ1 |
| 58 |   | C8 | On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?                                     | ECLS-K | Use of homework  | TQ1 |
| 59 |   |    |  |        |  |     |
| 60 | <b>Parent Involvement</b>               | D1 | How many regularly scheduled conferences do you have with a parent or guardian of each child in your class or classes during the school year?            | ECLS-K | Communication with parents   | TQ5 |
| 61 |   | D2 | What percentage of children in your class or classes have parents who participate in the following activities?   | ECLS-K | Parent involvement in school   | TQ5 |
| 62 |   | D3 | During this school year, have you made contacts with parents in the following ways?  | ECLS-K | Communication with parents   | TQ5 |
| 63 |   |    |  |        |  |     |
| 64 | <b>Evaluation and Grading Practices</b> | E1 | How important is each of the following in evaluating the children in your class or classes for reporting to parents?                                     | ECLS-K | Methods of assessing children's progress                             | TQ1 |
| 65 |   | E2 | Across all subjects, how often do you use the following to assess your students?   | ECLS-K | Methods of assessing children's progress                             | TQ1 |
| 66 |   | E3 | Which of the following do you use to provide parents with information about their children's performance?  | SASS   | Methods of assessing children's progress; communication with parents | TQ1 |
| 67 | <b>School and Staff Activities</b>      | F1 | Did you participate in any professional development* within the last 12 months?  | new    | Professional development activities                                  | TQ4 |
| 68 |   | F2 | During the past 12 months, how often have you participated in the following staff development and training activities?                                   | ECLS-K | Professional development activities                                  | TQ4 |

|    | A   | B  | C   | D  | E   | F   |
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| 69 |   | F3 | How often did you participate in professional development activities covering the following topics in last 12 months? | Adapted from Reading First Impact Study-- Teacher Survey | Response to Intervention-related policies and practices       | TQ8 |
| 70 |   |    |   |  |   |     |
| 71 | <b>Views on School Readiness, School Climate and School Environment</b> | G1 | How important do you believe the following characteristics are for a child to be ready for kindergarten?              | ECLS-K   | Views on transition into kindergarten/school readiness        | TQ4 |
| 72 |   | G2 | Please indicate the extent to which you agree or disagree with each of the following statements about your school.    | ECLS-K   | School climate  | TQ4 |
| 73 |   | G3 | To what extent do you agree or disagree with the following statements?  | ECLS-K   | Teacher's sense of efficacy; Job satisfaction                 | TQ4 |
| 74 |   | G4 | To what extent do you agree or disagree with each of the following statements?  | ECLS-K   | Teacher's sense of efficacy; Job satisfaction                 | TQ4 |
| 75 |   | G5 | Indicate how much you agree or disagree with the following statements about your school and staff.                    | ECLS-K   | Teacher's sense of efficacy; Job satisfaction; school climate | TQ4 |
| 76 |   |    |   |  |   |     |
| 77 | <b>Teacher Background</b>   | H1 | What is your gender?  | ECLS-K   | Teacher's sex, age, and race/ethnicity                        | TQ4 |
| 78 |   | H2 | In what year were you born?   | ECLS-K   | Teacher's sex, age, and race/ethnicity                        | TQ4 |

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| 79 |   | H3  | Are you Hispanic or Latino?   | ECLS-K | Teacher's sex, age, and race/ethnicity    | TQ4 |
| 80 |   | H4  | Which best describes your race?   | ECLS-K | Teacher's sex, age, and race/ethnicity    | TQ4 |
| 81 |   | H5  | What is the highest level of education you have completed?  | ECLS-K | Teacher's education                       | TQ4 |
| 82 |   | H6  | What is the highest level of education completed <u>by your own parents</u> ?                                   | ECLS-K | Teacher's parents' educational attainment | TQ4 |
| 83 |   | H7  | Counting this school year, how many years have you taught each of the following grades and programs?            | ECLS-K | Teaching experience, by school and grade  | TQ4 |
| 84 |   | H8  | Counting this school year, how many years have you taught in your current school, including part-time teaching? | ECLS-K | Teaching experience, by school and grade  | TQ4 |
| 85 |   | H9  | Counting this school year, how many years have you been a schoolteacher?  | ECLS-K | Teaching experience, by school and grade  | TQ4 |
| 86 |   | H10 | Have you taken the exam for National Board for Professional Teaching Standards certification?                   | ECLS-K | Board certification                       | TQ4 |

|    | A | B    | C   | D      | E                                   | F   |
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| 87 |   | H11  | What is the name of the college or university where you earned your highest degree?                     | SASS   | Teacher's education                 | TQ4 |
| 88 |   | H11a | In what city and state is it located?   | SASS   | Teacher's education                 | TQ4 |
| 89 |   | H12  | If you have an associate's or bachelor's degree, indicate your undergraduate major field of study.      | ECLS-K | Teacher's education                 | TQ4 |
| 90 |   | H13  | If you have a graduate degree, indicate the major field of study of your highest level graduate degree. | ECLS-K | Teacher's education                 | TQ4 |
| 91 |   | H14  | Have you ever taken a college course in the following areas?  | ECLS-K | Teacher's education                 | TQ4 |
| 92 |   | H15  | Have you ever taken a college course that addressed issues related to the following?                    | new    | Teacher's education                 | TQ4 |
| 93 |   | H16  | Which of the following describes the teaching certificate you currently hold in THIS state?             | ECLS-K | Type of teaching certification held | TQ4 |
| 94 |   | H17  | In what areas are you certified?  | ECLS-K | Type of teaching certification held | TQ4 |

App C Spring K TQA (Class)

|    | A | B   | C  | D    | E                               | F   |
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| 95 |   | H18 | This school year, do you qualify as a "Highly Qualified Teacher (HQT)" according to your state's requirements? | SASS | Highly Qualified Teacher status | TQ4 |

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| 3  | <b>Research Question Text</b>   |
| 4  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 5  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 6  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 7  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 8  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 9  | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 10 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those to children's academic and social development?  |
| 11 | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills? |
| 12 | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills? |
| 13 | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills? |
| 14 | How does diversity in the classroom regarding age, race/ethnicity, and sex, and number of first grade repeaters relate to other classroom characteristics? How do these class-level characteristics interact with children's own characteristics for the development of academic and social skills? |

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| 15 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 16 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 17 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children’s academic and social development?  |
| 18 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 19 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 20 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 21 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
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| 23 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |

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| 24 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
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| 30 | How do teachers and schools handle the diversity of children’s skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
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| 34 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development? |
| 35 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development? |
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| 40 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development? |
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| 43 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development? |

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| 44 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What are the consequences of those differences for children's academic and social development?  |
| 45 | To what extent do teachers and other school staff use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 46 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?  |
| 47 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?  |
| 48 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?  |
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| 51 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?  |
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| 55 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?   |
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| 57 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?   |
| 58 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?   |
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| 60 | Do teachers' practices to involve parents result in higher levels of parent involvement?   |
| 61 | Do teachers' practices to involve parents result in higher levels of parent involvement?   |
| 62 | Do teachers' practices to involve parents result in higher levels of parent involvement?   |
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| 64 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?   |
| 65 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?   |
| 66 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?   |
| 67 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 68 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |

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| 79 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
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| 82 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 83 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
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| 94 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |

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| 95 | Do teachers' characteristics including sociodemographic characteristics, views on school "readiness," sense of efficacy, job satisfaction, perceptions of school climate, their educational background, certifications, or teaching experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |

|    | A  | B             | C   | D             | E   | F                        |
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| 1  | <b>Spring First-Grade General Classroom Teacher Child-Level Questionnaire, Teachers of Study Children in Kindergarten Appendix C</b> |               |   |               |   |                          |
| 2  |  |               |   |               |   |                          |
| 3  | <b>Section</b>   | <b>Item #</b> | <b>Item Stem</b>  | <b>Source</b> | <b>Construct</b>  | <b>Research Question</b> |
| 4  | <b>Language and Literacy</b>   | 1             | Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"                            | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 5  |  | 2             | Understands and interprets a story or other text read to him/her – for example, by 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.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 6  |  | 3             | Easily and quickly names all upper- and lower-case letters of the alphabet.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 7  |  | 4             | Predicts what will happen next in stories by using the pictures and storyline for clues.  | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 8  |  | 5             | Reads simple books independently – for example, reads books with a repetitive language pattern.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 9  |  | 6             | Uses different strategies to read unfamiliar words – for example, examines cues from pictures or context, or uses consonant sounds to read words, or uses prior knowledge in order to make predictions.   | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 10 |  | 7             | Demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt") for the word "heart," to convey words or ideas. | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 11 |  | 8             | Composes simple stories, for example, by writing about a personal experience in a journal.  | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |
| 12 |  | 9             | Demonstrates an understanding of some of the conventions of print – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence.  | ECLS-K        | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7                      |



|    | A  | B    | C   | D                       | E   | F   |
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| 13 | <b>Mathematical Thinking</b>             | 10   | Sorts, classifies, and compares math materials by various rules and attributes – for example, by creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or by sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes." | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 14 |  | 11   | Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest.   | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 15 |  | 12   | Shows an understanding of the relationship between quantities – for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks.   | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 16 |  | 13   | Solves problems involving numbers using concrete objects – for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 17 |  | 14   | Demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least popular.  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 18 |  | 15   | Uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects.  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 19 |  | 16   | Uses a variety of strategies to solve math problems – for example, by using manipulative materials, looking for a pattern, or acting out a problem.   | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 20 |  | 17   | Models, reads, writes, and compares fractions – for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$ , or shows that $\frac{1}{4}$ of a set of 12 is 3.  | ECLS-K                  | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 21 | <b>Social Skills</b>                     | 1-26 | Items not included due to copyright restrictions (26 items total)   | SSRS Elementary Scale A | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 22 | <b>Classroom Behaviors Questionnaire</b> | 1-12 | Items not included due to copyright restrictions (12 items total)   | CBQ                     | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |

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| 23 | <b>Student Teacher Relationship Scale</b> | 1-15 | Items not included due to copyright restrictions (15 items total)  | STRS   | Level of closeness between child and teacher;<br>level of conflict between child and teacher | TQ6; TQ7 |
| 24 | <b>Student Information</b>                | 1    | In which grade is this child enrolled?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ7      |
| 25 |   | 2    | How long has this child been in your classroom this school year?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ7      |
| 26 |   | 3    | Please indicate the total number of absences for this child for the current school year.   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ7      |
| 27 |   | 4    | Has this child ever fallen 2 or more weeks behind in school work this year?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ7      |
| 28 |   | 5    | Why has this child fallen behind in school work?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ7      |
| 29 |   | 6    | Does this child receive (or has he/she received during this school year) instruction in any of the following types of programs in your school?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ3; TQ7 |
| 30 |   | 7    | Does this child receive (or has he/she received during this school year) instruction and/or related services in your school at any of the following times <u>outside of the regular school day</u> ? | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ3; TQ7 |
| 31 |   | 8    | Is English this child's native language?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ3; TQ7 |
| 32 |   | 9    | Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior                        | TQ3; TQ7 |

|    | A | B   | C  | D      | E   | F        |
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| 33 |   | 10  | Would you say the instruction this child receives is primarily ...   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 34 |   | 11  | How often AND how much time does this child usually receive specialized language instruction (ESL, bilingual education, dual-language program), whether as part of a whole class, in a small group, or in an individualized arrangement? | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 35 |   | 11a | How many days?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 36 |   | 11b | How much time per day (on the days instruction is received)?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 37 |   | 12  | During this school year, how often is this child's <u>academic instruction</u> provided in his/her native language?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 38 |   | 13  | Does this child have an IEP/IFSP on record with the school?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 39 |   | 14  | Does this child receive instruction in any of the following types of programs in your school?  | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |
| 40 |   | 15  | Does this child receive special accommodations (e.g., for a disability or limited English proficiency) to participate in the school's testing or assessment program?   | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ3; TQ7 |

|    | A | B | C   | D      | E   | F        |
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| 41 |   |   | 16 During <i>structured</i> play time, how does this child compare with other children in the class in terms of physical activity?              | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 42 |   |   | 17 During <i>unstructured</i> play time, how does this child compare with other children in the class in terms of physical activity?            | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 43 |   |   | 18 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? | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7      |
| 44 |   |   | 19 How many achievement groups in READING do you currently have in this child's class?  | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 45 |   |   | 20 In which reading group is this child currently placed?   | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 46 |   |   | 21 How many achievement groups in MATHEMATICS do you currently have in this child's class?  | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 47 |   |   | 22 In which mathematics group is this child currently placed?   | ECLS-K | Use of achievement grouping   | TQ1; TQ3 |
| 48 |   |   | 23 During this school year, have this child's parents/guardians participated in the following activities?                                       | ECLS-K | Parent involvement in school activities                               | TQ5      |
| 49 |   |   | 24 How involved at the school would you say this child's parents/guardians are?   | ECLS-K | Parent involvement in school activities                               | TQ5      |
| 50 |   |   | 25 During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians?                     | ECLS-K | Communication with parents about children's performance               | TQ5      |
| 51 |   |   | 26 Was the purpose of the communication with this child's parents/guardians to discuss ...  | ECLS-K | Communication with parents about children's performance               | TQ5      |
| 52 |   |   | 27 Are you this child's primary teacher in the following subject areas?   | ECLS-K | N/A   | N/A      |

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| 53 |   | 28 | How far in school do you think this child will go? Do you think this child will... | ECLS-K | Child-Specific: Evaluation of child's skills, knowledge, and behavior | TQ7 |
| 54 |   | 29 | Date questionnaire completed   |        |   |     |

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| 3  | <b>Research Question Text</b>   |
| 4  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 5  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 6  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 7  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 8  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 9  | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 10 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 11 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 12 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |

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| 13 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 14 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 15 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 16 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 17 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 18 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 19 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 20 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 21 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 22 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |

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| 23 | How do teacher's relationships with individual students differ? What is the relationship of those differences to children's academic and social development? What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?   |
| 24 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 25 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 26 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 27 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 28 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?  |
| 29 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 30 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 31 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
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| 33 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
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| 35 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 36 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 37 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 38 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 39 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
| 40 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |

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| 41 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?   |
| 42 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?   |
| 43 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time?   |
| 44 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?; How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 45 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?; How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 46 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?; How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 47 | How do instructional practices, content coverage, classroom resources, and methods of providing feedback differ across classrooms or schools? What is the relationship of those differences to children's academic and social development?; How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes? |
| 48 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 49 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 50 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 51 | Do teachers' practices to involve parents result in higher levels of parent involvement?  |
| 52 | N/A   |

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| 53 | What academic and social-emotional skills and behaviors (including activity level) do teachers report children having as they enter and go through school? Do these vary by family social background characteristics? How do these skills and behaviors change over time? |
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| 1  | <b>Fall Second-Grade General Classroom Teacher Child-Level Questionnaire, Appendix C</b> |               |  |               |   |                          |
| 2  | <b>Section</b>   | <b>Item #</b> | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>                                      | <b>Research Question</b> |
| 3  | <b>Language and Literacy</b>   |               | 1 Contributes relevant information to lassroom discussions - for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.  | ECLS-K        | Evaluation of Child's Skills, Knowledge, and Behavior | TQ1                      |
| 4  |  |               | 2 Composes a story with a clear beginning, middle, and end   | ECLS-K        | Evaluation of Child's Skills, Knowledge, and Behavior | TQ1                      |
| 5  |  |               | 3 Demonstrates an understanding of some of the conventions of print - for example, by appropriately using question marks, exclamation points, and quotation marks.   | ECLS-K        | Evaluation of Child's Skills, Knowledge, and Behavior | TQ1                      |
| 6  |  |               | 4 Demonstrates beginning writing skills - for example writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (e.g., "vakashun" for "vacation"). | ECLS-K        | Evaluation of Child's Skills, Knowledge, and Behavior | TQ1                      |
| 7  | <b>Social Skills</b>   | 1-26          | Items not included due to copyright restrictions (26 items total)  | SSRS          | Evaluation of Child's Skills, Knowledge, and Behavior | TQ2                      |
| 8  | <b>Student Information</b>   | 1             | In which grade is this child enrolled?   | ECLS-K        | NA  | NA                       |
| 9  |  | 2             | Was this child given a school assignment to do over this past summer (or, if this is a yearround school, over the most recent break before the child began this school year)?  | New           | Summer Assignments                                    | TQ3                      |
| 10 |  | 3             | What did the summer assignment include?  | New           | Summer Assignments                                    | TQ3                      |
| 11 |  | 4             | Did this child complete the summer assignment(s)?  | ECLS-K        | Summer Assignments                                    | TQ3                      |
| 12 |  | 5             | How many achievement groups in READING do you currently have in this child's class?  | ECLS-K        | Use of achievement grouping                           | TQ4                      |
| 13 |  | 6             | In which reading group is this child currently placed?   | ECLS-K        | Use of achievement grouping                           | TQ4                      |

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| 14 |   |   | 7 How many achievement groups in MATHEMATICS do you currently have in this child's class? | ECLS-K | Use of achievement grouping | TQ4 |
| 15 |   |   | 8 In which mathematics group is this child currently placed?                              | ECLS-K | Use of achievement grouping | TQ4 |
| 16 |   |   | 9 DATE QUESTIONAIRE COMPLETED:  |        |                             |     |
| 17 |   |   |   |        |                             |     |
| 18 |   |   |   |        |                             |     |
| 19 |   |   |   |        |                             |     |
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| 2  | <b>Research Question Text</b>  |
| 3  | What language and literacy skills and behaviors do teachers report children having as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade? How do these skills and behaviors change over time?   |
| 4  | What language and literacy skills and behaviors do teachers report children having as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade? How do these skills and behaviors change over time?   |
| 5  | What language and literacy skills and behaviors do teachers report children having as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade? How do these skills and behaviors change over time?   |
| 6  | What language and literacy skills and behaviors do teachers report children having as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade? How do these skills and behaviors change over time?   |
| 7  | What socioemotional skills and behaviors do teachers report children having as they enter second grade? Do these vary by family and social background characteristics or educational activities over the summer between first and second grade? How do these skills and behaviors change over time?  |
| 8  | N/A  |
| 9  | What assignments do teachers report children having been giving over the summer between first and second grade? Does completion of these summer assignments vary by family social background characteristics or educational activities over the summer between first and second grade? How does completion of these summer assignments relate to children's skills and behaviors as they enter second grade? |
| 10 | What assignments do teachers report children having been giving over the summer between first and second grade? Does completion of these summer assignments vary by family social background characteristics or educational activities over the summer between first and second grade? How does completion of these summer assignments relate to children's skills and behaviors as they enter second grade? |
| 11 | What assignments do teachers report children having been giving over the summer between first and second grade? Does completion of these summer assignments vary by family social background characteristics or educational activities over the summer between first and second grade? How does completion of these summer assignments relate to children's skills and behaviors as they enter second grade? |
| 12 | In what reading and mathematics achievement groups do teachers report children are placed as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade?  |
| 13 | In what reading and mathematics achievement groups do teachers report children are placed as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade?  |

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| 14 | In what reading and mathematics achievement groups do teachers report children are placed as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade? |
| 15 | In what reading and mathematics achievement groups do teachers report children are placed as they enter second grade? Do these vary by family social background characteristics or educational activities over the summer between first and second grade? |
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| 1  | <b>Spring First-Grade Special Education Teacher Teacher-Level Questionnaire, Appendix D</b> |   |               |   |                          |
| 2  |   |   |               |   |                          |
| 3  | <b>Item #</b>   | <b>Item Stem</b>  | <b>Source</b> | <b>Construct</b>                                  | <b>Research Question</b> |
| 4  | 1   | What is your gender?  | ECLS-K        | Teacher's sex, age, and race/ethnicity            | SEQ4                     |
| 5  | 2   | In what year were you born?   | ECLS-K        | Teacher's sex, age, and race/ethnicity            | SEQ4                     |
| 6  | 3   | Are you Hispanic or Latino?   | ECLS-K        | Teacher's sex, age, and race/ethnicity            | SEQ4                     |
| 7  | 4   | Which best describes your race?   | ECLS-K        | Teacher's sex, age, and race/ethnicity            | SEQ4                     |
| 8  | 5   | What is the highest level of education you have completed?  | ECLS-K        | Teacher's education                               | SEQ4                     |
| 9  | 6   | What is the highest level of education completed by <u>your own parents</u> ?   | ECLS-K        | Teacher's parents' educational attainment         | SEQ4                     |
| 10 | 7   | Counting this school year, how many years have you worked in your current school, including part time?  | ECLS-K        | Teaching experience at the study school           | SEQ4                     |
| 11 | 8   | Counting this school year, how many <u>total</u> years (including part-time) have you been working with children receiving special education or related services?   | ECLS-K        | Teaching experience in special education          | SEQ4                     |
| 12 | 9   | Counting this school year, how many <u>total</u> years (including part-time) have you been working with children in any school? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children. | ECLS-K        | Total years teaching experience                   | SEQ4                     |
| 13 | 10  | Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?  | ECLS-K        | Teaching certification, credentials, and licenses | SEQ4                     |
| 14 | 11  | Have you taken the exam for National Board for Professional Teaching Standards certification?   | ECLS-K        | Teaching certification, credentials, and licenses | SEQ4                     |
| 15 | 12  | Have you ever taken a college course in the following areas?  | ECLS-K        | Teacher's education                               | SEQ4                     |



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| 16 | 13 | Have you ever taken a college course that addressed issues related to the following?   | New    | Teacher's education                          | SEQ4       |
| 17 | 14 | Which of the following best describes your current position in this school?  | ECLS-K | Teaching position and assignment             | SEQ4       |
| 18 | 15 | How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year? | ECLS-K | Teaching position and assignment             | SEQ4       |
| 19 | 16 | During this school year, where have you worked with children with IEPs?  | ECLS-K | Locations in which teacher delivers services | SEQ1, SEQ3 |
| 20 | 17 | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.                    | ECLS-K | Teacher's job satisfaction/sense of efficacy | SEQ4       |
| 21 | 18 | During this school year, how many children with IEPs have you worked with or provided services for, on average, each week?                   | ECLS-K | Teaching student caseload                    | SEQ4       |

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| 3  | <b>Research Question Text</b>  |
| 4  | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 5  | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 6  | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 7  | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 8  | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 9  | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 10 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 11 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 12 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 13 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 14 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |
| 15 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds? |

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| 16 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?  |
| 17 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?  |
| 18 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?  |
| 19 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?;How is inclusion related to children's progress through the early grades? |
| 20 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?  |
| 21 | Do teachers' sociodemographic characteristics and their educational background or experience influence children's outcomes, on average or in interaction with children's sociodemographic backgrounds?  |

|    | A   | B  | C             | D   | E                        |
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| 1  | <b>Spring First-Grade Special Education Teacher Child-Level Questionnaire, Appendix D</b> |  |               |   |                          |
| 2  |   |  |               |   |                          |
| 3  | <b>Item #</b>   | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>  | <b>Research Question</b> |
| 4  | 1   | Is this child currently receiving gifted/talented services through an IEP, or has the child received such services during this school year?  | ECLS-K        | Identification of child's receipt of special education services | SEQ1                     |
| 5  | 2   | Is this child currently receiving special education services through an IEP, due to a disability, or has the child received such services during this school year?                                     | ECLS-K        | Identification of child's receipt of special education services | SEQ1                     |
| 6  | 3   | In what capacity or capacities do you teach or provide services to this child?   | ECLS-K        | Type of special education services                              | SEQ1                     |
| 7  | 4   | When was this child first determined eligible for special education or related services?   | ECLS-K        | Length of diagnosis and services                                | SEQ7                     |
| 8  | 5   | To what extent were you involved in planning the transition from last year's special education program to this year's special education program for this child?  | ECLS-K        | Length of diagnosis and services                                | SEQ7                     |
| 9  | 6   | To what extent did you communicate with the person(s) who provided special education for this child last year?   | ECLS-K        | Transition activities   | SEQ1                     |
| 10 | 7   | Have you reviewed this child's records related to special education services provided before this school year?   | ECLS-K        | Transition activities   | SEQ1                     |
| 11 | 8   | What is this child's <u>primary</u> disability as identified on the child's IEP?   | ECLS-K        | Child's disability  | SEQ2                     |
| 12 | 9   | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities? | ECLS-K        | Child's disability  | SEQ2                     |
| 13 | 10  | Has this child received any special education or related services because of a diagnosed Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)?                          | ECLS-K        | Child's disability  | SEQ2                     |
| 14 | 11  | Which of the following describe(s) the IEP goals for this child during this school year?   | ECLS-K        | IEP goals   | SEQ5                     |
| 15 | 12  | Which of the following related services has been provided through the school to this child during this school year?  | ECLS-K        | Type of special education services                              | SEQ1, SEQ2               |
| 16 | 13  | Has this child received any of the following?  | ECLS-K        | Type of special education services                              | SEQ1, SEQ2               |
| 17 | 14  | Has this child's primary placement during this school year been a general education classroom?   | ECLS-K        | Child's classroom placement                                     | SEQ3, SEQ5               |

|    | A   | B   | C             | D  | E                        |
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| 1  | <b>Spring First-Grade Special Education Teacher Child-Level Questionnaire, Appendix D</b> |   |               |  |                          |
| 2  |   |   |               |  |                          |
| 3  | <b>Item #</b>   | <b>Item Stem</b>  | <b>Source</b> | <b>Construct</b>                                     | <b>Research Question</b> |
| 18 | 15  | Approximately how many <u>hours per week</u> of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has this child received this school year?                  | ECLS-K        | Amount of special education services                 | SEQ1                     |
| 19 | 16  | Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting? | ECLS-K        | Amount of special education services                 | SEQ1                     |
| 20 | 17  | What teaching practices and methods have you and/or other special education service providers used with this child?   | ECLS-K        | Teaching methods and materials                       | SEQ1, SEQ2               |
| 21 | 18  | Which of the following best describes the curriculum materials used with this child? a. In the general education classroom, b. In the special education classroom/ program  | ECLS-K        | Teaching methods and materials                       | SEQ1, SEQ2               |
| 22 | 19  | Which of the following assistive technologies and devices has this child used this school year?   | ECLS-K        | Teaching methods and materials: assistive technology | SEQ1, SEQ2               |
| 23 | 20  | Does this child have a computer, laptop, or word processing device assigned to him/her for use full time?   | ECLS-K        | Teaching methods and materials                       | SEQ2, SEQ5               |
| 24 | 21  | On average, how often have you met with general education teacher(s) to discuss this child's program or progress during this school year?   | ECLS-K        | Staff communication                                  | SEQ7                     |
| 25 | 22  | On average, how long were the meetings with the general education teacher(s) to discuss this child's program or progress?   | ECLS-K        | Staff communication                                  | SEQ7                     |
| 26 | 23  | Approximately how often have you communicated with this child's parents during this school year about this child's program or progress (by phone, in person, or in writing, including e-mail)?  | ECLS-K        | Parent communication                                 | SEQ6                     |
| 27 | 24  | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?  | ECLS-K        | IEP goal development                                 | TQ3, SEQ7                |

|    | A   | B  | C             | D  | E                        |
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| 1  | <b>Spring First-Grade Special Education Teacher Child-Level Questionnaire, Appendix D</b> |  |               |  |                          |
| 2  |   |  |               |  |                          |
| 3  | <b>Item #</b>   | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>                                       | <b>Research Question</b> |
| 28 | 25  | To what extent is this child expected to achieve the same general education goals as other children at his/her grade level?  | ECLS-K        | Expectation for achievement of general education goals | TQ3, SEQ5                |
| 29 | 26  | What percentage of this child's current IEP goals have been met or nearly met at this point in the school year?  | ECLS-K        | IEP goal achievement                                   | SEQ1                     |
| 30 | 27  | Which of the following best expresses the likelihood that this child will continue to receive some level of special education services (through an IEP) in the next school year? | ECLS-K        | IEP goal achievement                                   | TQ3, SEQ7                |
| 31 | 28  | To what extent has this child participated in any grade-level assessment administered as part of the school's testing program during the current school year?                    | ECLS-K        | Participation in assessment                            | TQ3, SEQ5                |
| 32 | 29  | Did this child receive special accommodations to participate in the school's regular testing or assessment program?  | ECLS-K        | Participation in assessment                            | TQ3, SEQ5                |
| 33 | 30  | In which grade is this child enrolled?   | ECLS-K        | Current grade level                                    | N/A                      |

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| 3  | <b>Research Question Text</b>  |
| 4  | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?  |
| 5  | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?  |
| 6  | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?  |
| 7  | How are children identified for receipt of special education services?   |
| 8  | How are children identified for receipt of special education services?   |
| 9  | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?  |
| 10 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?  |
| 11 | What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?  |
| 12 | What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?  |
| 13 | What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities?  |
| 14 | How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?   |
| 15 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?; What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities? |
| 16 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?; What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities? |
| 17 | How is inclusion related to children's progress through the early grades?; How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?  |

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| 3  | <b>Research Question Text</b>  |
| 18 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?  |
| 19 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?  |
| 20 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?; What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities? |
| 21 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?; What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities? |
| 22 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?; What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities? |
| 23 | What is the prevalence of different types of disabilities among children in elementary school? What types of services, instructional strategies, and assistive devices are provided to children with different types of disabilities? How do teachers and schools handle the diversity of children's skills? How are children with special needs taught?   |
| 24 | How are children identified for receipt of special education services?   |
| 25 | How are children identified for receipt of special education services?   |
| 26 | Are teachers' practices to involve parents associated with higher levels of parent involvement?  |
| 27 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; How are children identified for receipt of special education services?                                      |



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| 3  | <b>Research Question Text</b>   |
| 28 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; How do teachers and schools handle the diversity of children's skills? How are children with special needs taught? |
| 29 | What are the types of service delivery models in place for special education? How do program variations relate to differences in children's academic or social development?   |
| 30 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; How are children identified for receipt of special education services?   |
| 31 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; How do teachers and schools handle the diversity of children's skills? How are children with special needs taught? |
| 32 | How do teachers and schools handle the diversity of children's skills? How are children with special needs (e.g., English Language Learners, gifted and talented students, students with IEPs) taught? How might instructional differences for these students relate to academic and social outcomes?; How do teachers and schools handle the diversity of children's skills? How are children with special needs taught? |
| 33 | N/A   |

|    | A  | B             | C  | D             | E   | F                        | G   |
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| 1  | <b>Spring First-Grade School Administrator Questionnaire, Appendix E</b> |               |  |               |   |                          |   |
| 2  |  |               |  |               |   |                          |   |
| 3  | <b>Section</b>   | <b>Item #</b> | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>  | <b>Research Question</b> | <b>Research Question Text</b>   |
| 4  | <b>School Characteristics</b>  | A1            | How many days are children required to attend school this academic year?   | ECLS-K        | Length of school year   | SAQ1                     | How does the length of the school year relate to children's progress, especially cognitive gains?   |
| 5  |  | A2            | What are the start and end dates for this school for the 2011-2012 school year?                                      | ECLS-K        | Length of school year   | SAQ1                     | How does the length of the school year relate to children's progress, especially cognitive gains?   |
| 6  |  | A3            | School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING.                            | ECLS-K        | Enrollment and attendance                                     | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 7  |  | A4            | Approximately, what is the <u>Average Daily Attendance</u> for your school this year?                                | ECLS-K        | Enrollment and attendance                                     | SAQ7                     | What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development? |
| 8  |  | A5            | Mark all grade levels included in your school.   | ECLS-K        | School type (public/private/affiliation; grades; magnet; etc) | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 9  |  | A6            | Which of the following characterizes your school?  | ECLS-K        | School type (public/private/affiliation; grades; magnet; etc) | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 10 |  | A7            | In what year did this school start providing instruction as a public CHARTER school?                                 | ECLS-K        | School type (public/private/affiliation; grades; magnet; etc) | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 11 |  | A8            | Which of the following characterizes your public CHARTER school?   | ECLS-K        | School type (public/private/affiliation; grades; magnet; etc) | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 12 |  | A9            | Approximately, what percentage of the children in your school belongs to each of the following racial/ethnic groups? | ECLS-K        | Student demographic information/race-ethnicity distribution   | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 13 |  | A10           | If your school is a private, magnet, or charter school, please check here and SKIP TO Q A12.                         | new           | School type   | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |

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| 14 |   | A11 | About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because.... | ECLS-K | Student demographic information: transfers from outside attendance area                                     | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 15 |   | A12 | About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?                                    | ECLS-K | Student demographic information: level of poverty   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 16 |   | A13 | By what date did a child need to turn five to enter kindergarten for this school year, 2011 – 2012?  | ECLS-K | Entry age for kindergarten  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 17 |   | A14 | What time does the first bus usually arrive in the morning?  | ECLS-K | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 18 |   | A15 | What time does the last bus usually arrive in the morning?   | ECLS-K | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 19 |   | A16 | What time does school officially start in the morning?   | ECLS-K | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 20 |   | A17 | Does your school participate in the U.S. Department of Agriculture's (USDA's) school breakfast program?  | ECLS-K | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 21 |   | A18 | What are the reasons why your school does not participate in USDA's school breakfast program?  | ECLS-K | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 22 |   | A19 | What time is breakfast served at the school?   | ECLS-K | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |

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| 23 |   | A20 | Where is breakfast typically served for first-grade students?  | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 24 |   | A21 | Are children who are served breakfast in the cafeteria allowed to take it to the classroom?  | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 25 |   | A22 | How many federally-reimbursable school breakfasts did you serve at free, reduced price, and paid rates over the entire month of October? | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 26 |   | A23 | What is the price of a USDA-reimbursable breakfast for students who pay the <u>full price</u> ?  | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 27 |   | A24 | What is the price of a USDA-reimbursable breakfast for students who pay the <u>reduced price</u> ?                                       | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 28 |   | A25 | Does your school participate in the U.S. Department of Agriculture's (USDA's) school lunch program?                                      | ECLS-K  | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |

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| 29 |  | A26 | How many federally-reimbursable school lunches did you serve at free, reduced price, and paid rates over the entire month of October?                          | ECLS-K  | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 30 |  | A27 | What is the price of a USDA-reimbursable lunch for students who pay the <u>full price</u> ?  | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 31 |  | A28 | What is the price of a USDA-reimbursable lunch for students who pay the <u>reduced price</u> ?   | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 32 |  | A29 | How many children in your school were approved for free or reduced-price meals as of October 1, 2011 or the date nearest to that for which data are available? | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 33 |  |     |  |   |   |      |   |
| 34 | <b>School Facilities and Resources</b>     | B1  | In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?                                     | ECLS-K  | Adequacy of facilities and resources  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 35 |  | B2  | How many children is this school site designed to accommodate?   | ECLS-K  | Adequacy of facilities and resources  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 36 |  |     |  |   |   |      |   |
| 37 | <b>School-Family-Community Connections</b> | C1  | Are any of the following programs available for first grade children and their families at your school site?   | ECLS-K  | Programs or services for children at the school site  | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 38 |  | C2  | Are any of the following programs or services for parents and families available at your school site?  | ECLS-K  | School-based programs or services for parents and families  | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |

|    | A                                    | B   | C   | D      | E   | F    | G   |
|----|--------------------------------------|-----|---|--------|---|------|---|
| 39 |                                      | C3  | Please indicate how often each of the following activities is provided by your school.                          | ECLS-K | School-based programs or services for parents and families  | SAQ3 | Are schools' practices to involve parents associated with higher levels of parent involvement?  |
| 40 |                                      | C4  | Indicate how much you agree or disagree with the following statements about the school's community and parents. | ECLS-K | Parent involvement  | SAQ3 | Are schools' practices to involve parents associated with higher levels of parent involvement?  |
| 41 |                                      | C5  | How much of a problem are the following in the neighborhood where this school is located?                       | ECLS-K | Neighborhood problems                                       | SAQ6 | How do neighborhood or community differences influence children's cognitive and social development?   |
| 42 |                                      | C6  | To the best of your knowledge how often do the following types of problems occur at your school?                | ECLS-K | School safety   | SAQ7 | What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development? |
| 43 |                                      | C7  | Does your school take either of the following measures to ensure the safety of children?                        | ECLS-K | Measures taken to ensure school safety                      | SAQ7 | What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development? |
| 44 |                                      | C8  | To what extent is each of the following matters a problem in this school?                                       | ECLS-K | Enrollment and attendance; School climate; Teacher mobility | SAQ7 | What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development? |
| 45 |                                      | C9  | During the past year, to what extent did any of the following changes occur at your <u>school</u> ?             | ECLS-K | Recent changes at the school                                | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 46 |                                      | C10 | During the past year, did any of the following changes occur at your <u>school</u> ?                            | ECLS-K | Recent changes at the school                                | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 47 |                                      |     |   |        |   |      |   |
| 48 | <b>School Policies and Practices</b> | D1  | Are first graders at this school required to wear a school uniform?   | ECLS-K | School policy regarding uniforms                            | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 49 |                                      | D2  | Which of the following statements describe your school's grade promotion and retention practices or policies?   | ECLS-K | Retention policies and practices                            | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 50 |                                      | D3  | How many kindergarten children were retained at their current grade level last school year?                     | ECLS-K | Retention policies and practices                            | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |

|    | A                               | B  | C   | D  | E   | F    | G   |
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| 51 |                                 | D4 | How many first-grade children were retained at their current grade level last school year?  | ECLS-K   | Retention policies and practices                        | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 52 |                                 | D5 | Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school? | Adapted from FRSS 99 Dropout Prevention Services and Programs survey | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 53 |                                 | D6 | For each of the following statements about READING and MATH, indicate how strongly you agree or disagree.   | Adapted from WA (RTI) and HB 2136: Spring 2010                       | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 54 |                                 |    |   |  |   |      |   |
| 55 | <b>Response to intervention</b> | D7 | Is Response to Intervention (RtI) currently used at your school in first grade, either partially or fully implemented?  | Adapted from IDEA national Assessment Implementation Study (LEA)     | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 56 |                                 | D8 | Is RtI currently implemented at your school in first grade in the following areas?  | Adapted from IDEA national Assessment Implementation Study (LEA)     | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 57 |                                 | D9 | Approximately how many years ago did your school begin implementing RtI in first grade in any subject?  | New  | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |

|    | A  | B   | C  | D  | E   | F    | G   |
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| 58 |  | D10 | For the 2011-2012 school year, how has your school made information available to parents/guardians to help them understand how RtI is being implemented in your school?                    | Adapted from IDEA national Assessment Implementation Study (LEA) | Response to Intervention-related policies and practices   | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 59 | <b>School Programs for Particular Students</b> | E1  | Do any of the children in this school come from a home where a language other than English is spoken?  | ECLS-K   | Students demographic information; language minority   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 60 |  | E2  | What percentage of children in this school and in first grade are English language learners (ELL)?   | ECLS-K   | Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 61 |  | E3  | Approximately what percentage of <u>first-grade children</u> receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?        | ECLS-K   | Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 62 |  | E4  | Are any of the following services provided to families of children from households where a language other than English is spoken?  | ECLS-K   | Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families | SAQ5 | How do schools respond to the needs of parents with little or no English proficiency?   |
| 63 |  | E5  | Since the beginning of this school year (2011-2012), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP?                              | Adapted from IDEA national Assessment Implementation Study (LEA) | Response to Intervention-related policies and practices   | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 64 |  | E6  | Of those students who have been NEWLY evaluated at your school this school year (2011-2012), how many were found eligible for an IEP, including those who may have an IEP for speech only? | Adapted from IDEA national Assessment Implementation Study (LEA) | Response to Intervention-related policies and practices   | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |



|    | A   | B  | C   | D  | E  | F    | G   |
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| 65 |   | E7 | What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities?  | Adapted from IDEA national Assessment Implementation Study (LEA) | Response to Intervention-related policies and practices                          | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 66 |   | E8 | Approximately what percentage of your <u>first-graders</u> are in each of the following instructional programs?   | ECLS-K   | Delivery of special education and related services to children with disabilities | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 67 |   | E9 | Where are children with Individualized Education Programs (IEPs) typically served in this school?   | ECLS-K   | Delivery of special education and related services to children with disabilities | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 68 | <b>Federal Programs: Title I, Adequate Yearly Progress, and Title III</b> | F1 | Did your school receive Federal Title I funds for this school year?   | ECLS-K   | Receipt of Title I and Title III funding   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 69 |   | F2 | Is your school operating a Title I targeted assistance or schoolwide program?   | ECLS-K   | Services and programs/ Title I   | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 70 |   | F3 | Does your school use Title I funds for any of the following purposes?   | ECLS-K   | Services and programs/ Title I   | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 71 |   | F4 | Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.")  | ECLS-K   | Receipt of Title I and Title III funding   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 72 |   | F5 | Does your school use Title III funds for any of the following purposes?   | ECLS-K   | Services and programs/ Title III   | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 73 |   | F6 | At the end of the LAST school year (2010-2011), did this school make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.) | New item written from NCLB regulations                           | School status relative to Adequate Yearly Progress (AYP)                         | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |

|    | A   | B   | C  | D                                      | E  | F    | G   |
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| 74 |   | F7  | At the end of the LAST school year (2010-2011), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements? (A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.)   | New item written from NCLB regulations | School status relative to Adequate Yearly Progress (AYP)                                 | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 75 |   | F8  | Please indicate in part 1 whether any of the following actions have taken place in your school in the past three years. For each action that you mark as having taken place, please indicate in part 2 whether the action took place at your school in response to being identified for improvement due to AYP requirements.                                   | New item written from NCLB regulations | School status relative to Adequate Yearly Progress (AYP)                                 | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 76 |   | F9  | Does this school have grade 3 students?  | ECLS-K                                 | State assessment data  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 77 |   | F10 | Based on recent state assessments, what percentage of the grade 3 students in your school in the prior school year (2010-2011) scored "proficient" or above in the subjects in this table? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (Adequate Yearly Progress) goals for that school year. | ECLS-K                                 | State assessment data  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 78 |   |     |  |  |  |      |   |
| 79 | <b>Staffing and Teacher Characteristics</b> | G1  | Approximately how many staff members does your school currently have in the following categories?  | ECLS-K                                 | Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 80 |   | G2  | Does your school currently have any staff members who do the following as their primary role or one of their primary roles?  | New                                    | Response to Intervention-related policies and practices                                  | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |

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| 81 |   | G3 | Teacher mobility. WRITE IN THE APPROXIMATE NUMBER OF REGULAR CLASSROOM TEACHERS FOR EACH OF THE FOLLOWING.   | ECLS-K | Teacher mobility  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 82 |   | G4 | What percentage of your part-time and full-time teachers, including regular classroom, ESL/bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?                             | ECLS-K | Racial and ethnic composition of teaching staff                                   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 83 |   | G5 | Indicate how much you agree or disagree with the following statements about your school and staff.   | ECLS-K | School Climate  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 84 |   | G6 | Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for... a) Improved student performance on state tests? b) Reaching target goals on state tests?                   | ECLS-K | School Climate  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 85 |   | G7 | If a person other than the school principal has completed the previous sections, please provide the following information for the individual who completed them, or - if more than one individual - for the individual who completed the majority of the sections: | ECLS-K | N/A (respondent's name)   |      | N/A   |
| 86 |   | G8 | How long has the individual listed above been employed at this school?   | ECLS-K | N/A   |      | N/A   |
| 87 | <b>School Administrator Characteristics</b> | H1 | What is your gender?   | ECLS-K | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices?  |
| 88 |   | H2 | In what year were you born?  | ECLS-K | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices?  |
| 89 |   | H3 | Are you Hispanic or Latino?  | ECLS-K | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices?  |
| 90 |   | H4 | Which best describes your race?  | ECLS-K | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices?  |
| 91 |   | H5 | How many years experience do you have in each of the following positions?  | ECLS-K | Principal's years at the study school; Principal's years in the role of principal | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices?  |

|     | A | B   | C   | D                        | E   | F    | G  |
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| 92  |   | H6  | Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator?                  | New - TRP recommendation | Principal's formal education              | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 93  |   | H7  | What is the highest level of education you have completed?  | ECLS-K                   | Principal's formal education              | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 94  |   | H8  | What was your major field(s) of study in the highest degree you completed?  | ECLS-K                   | Principal's formal education              | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 95  |   | H9  | Please estimate how many hours you spend on average per week in the following activities.   | ECLS-K                   | Principal's time allocation               | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 96  |   | H10 | What is your best estimate of the number of children in your school you know by name?   | ECLS-K                   | Principal's familiarity with students     | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 97  |   | H11 | During school hours, do you speak a language other than English with students at your school whose native language is not English?                              | ECLS-K                   | Principal's use of a non-English language | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 98  |   | H12 | Do you speak a language other than English with students' families whose native language is not English?  | ECLS-K                   | Principal's use of a non-English language | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 99  |   | H13 | If you do not speak a language other than English with EITHER students OR students' families whose native language is not English, mark here and SKIP TO Q H15. | ECLS-K                   | Principal's use of a non-English language | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 100 |   | H14 | What language(s) other than English do you speak with students at your school or with their families?   | ECLS-K                   | Principal's use of a non-English language | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 101 |   | H15 | Date questionnaire completed/Questionnaire completed by   |                          |   |      |  |
| 102 |   |     |   |                          |   |      |  |
| 103 |   |     |   |                          |   |      |  |

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| 1  | <b>Spring First-Grade School Administrator Questionnaire For Continuing Schools, Appendix E</b> |               |  |               |   |                          |   |
| 2  |   |               |  |               |   |                          |   |
| 3  | <b>Section</b>  | <b>Item #</b> | <b>Item Stem</b>   | <b>Source</b> | <b>Construct</b>  | <b>Research Question</b> | <b>Research Question Text</b>   |
| 4  | <b>School Characteristics</b>   | A1            | How many days are children required to attend school this academic year?   | ECLS-K        | Length of school year   | SAQ1                     | How does the length of the school year relate to children's progress, especially cognitive gains?   |
| 5  |   | A2            | What are the start and end dates for this school for the 2011-2012 school year?  | ECLS-K        | Length of school year   | SAQ1                     | How does the length of the school year relate to children's progress, especially cognitive gains?   |
| 6  |   | A3            | School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING.  | ECLS-K        | Enrollment and attendance   | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 7  |   | A4            | Approximately, what is the <u>Average Daily Attendance</u> for your school this year?  | ECLS-K        | Enrollment and attendance   | SAQ7                     | What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development? |
| 8  |   | A5            | Approximately, what percentage of the children in your school belongs to each of the following racial/ethnic groups?                           | ECLS-K        | Student demographic information/race-ethnicity distribution   | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 9  |   | A6            | If your school is a private, magnet, or charter school, please check here and SKIP TO Q A8.  | new           | School type   | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 10 |   | A7            | About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because.... | ECLS-K        | Student demographic information: transfers from outside attendance area                                     | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 11 |   | A8            | About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?                                    | ECLS-K        | Student demographic information: level of poverty   | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 12 |   | A9            | By what date did a child need to turn five to enter kindergarten for this school year, 2011 – 2012?  | ECLS-K        | Entry age for kindergarten  | SAQ2                     | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 13 |   | A10           | Does your school participate in the U.S. Department of Agriculture's (USDA's) school breakfast program?  | ECLS-K        | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4                     | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |

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| 14 |   | A11 | What are the reasons why your school does not participate in USDA's school breakfast program?  | ECLS-K  | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 15 |   | A12 | What time is breakfast served at the school?   | ECLS-K  | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 16 |   | A13 | Where is the breakfast typically served for first-grade students?  | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 17 |   | A14 | Are children who are served breakfast in the cafeteria allowed to take it to the classroom?  | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 18 |   | A15 | How many federally-reimbursable school breakfasts did you serve at free, reduced price, and paid rates over the entire month of October?   | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 19 |   | A16 | What is the price of a USDA-reimbursable breakfast for students who pay the <u>full price</u> ? Record the most common price (standard price) if your cafeteria offers breakfast at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket). | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |

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| 20 |   | A17 | What is the price of a USDA-reimbursable breakfast for students who pay the <u>reduced price</u> ?   | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 21 |   | A18 | Does your school participate in the U.S. Department of Agriculture's (USDA's) school lunch program?  | ECLS-K  | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 22 |   | A19 | How many federally-reimbursable school lunches did you serve at free, reduced price, and paid rates over the entire month of October?  | ECLS-K  | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 23 |   | A20 | What is the price of a USDA-reimbursable lunch for students who pay the <u>full price</u> ? Record the most common price (standard price) if your cafeteria offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket). | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 24 |   | A21 | What is the price of a USDA-reimbursable lunch for students who pay the <u>reduced price</u> ?   | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |
| 25 |   | A22 | How many children in your school were approved for free or reduced-price meals (breakfast or lunch) as of October 1, 2011, or the date nearest to that for which data are available?   | USDA's School Nutrition Dietary Assessment Study (SNDA)-III | School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development? |

|    | A  | B                                    | C  | D   | E   | F                                | G   |
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| 26 | <b>School-Family-Community Connections</b> | B1                                   | Are any of the following programs available for first grade children and their families at your school site? Please include programs run by the school and those run by outside groups.    | ECLS-K  | Programs or services for children at the school site        | SAQ4                             | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 27 |  | B2                                   | Please indicate how often each of the following activities is provided by your school.   | ECLS-K  | School-based programs or services for parents and families  | SAQ3                             | Are schools' practices to involve parents associated with higher levels of parent involvement?  |
| 28 |  | B3                                   | Indicate how much you agree or disagree with the following statements about the school's community and parents.  | ECLS-K  | Parent involvement  | SAQ3                             | Are schools' practices to involve parents associated with higher levels of parent involvement?  |
| 29 |  | B4                                   | To the best of your knowledge how often do the following types of problems occur at your school?   | ECLS-K  | School safety   | SAQ7                             | What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development? |
| 30 |  | B5                                   | To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem or NOT a problem in this school. | ECLS-K  | Enrollment and attendance; School climate; Teacher mobility | SAQ7                             | What challenges associated with student behavior, attendance, teacher mobility, and school safety do schools face, and how do these relate to other school characteristics and children's cognitive and social development? |
| 31 |  | B6                                   | During the past year, to what extent did any of the following changes occur at your <u>school</u> ?  | ECLS-K  | Recent changes at the school                                | SAQ2                             | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 32 |  | B7                                   | During the past year, did any of the following changes occur at your <u>school</u> ?   | ECLS-K  | Recent changes at the school                                | SAQ2                             | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |
| 33 |  | <b>School Policies and Practices</b> | C1   | How many kindergarten children were retained at their current grade level last school year? | ECLS-K  | Retention policies and practices | SAQ2  |
| 34 | C2   |                                      | How many first-grade children were retained at their current grade level last school year?   | ECLS-K  | Retention policies and practices                            | SAQ2                             | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?               |



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| 35 |   | C3 | Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school? | Adapted from FRSS 99 Dropout Prevention Services and Programs survey | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 36 |   | C4 | For each of the following statements about READING and MATH, indicate how strongly you agree or disagree.   | Adapted from WA (RTI) and HB 2136: Spring 2010                       | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 37 |   | C5 | Is Response to Intervention (RtI) currently used at your school in first grade, either partially or fully implemented?  | Adapted from IDEA national Assessment Implementation Study (LEA)     | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 38 |   | C6 | Is RtI currently implemented at your school in first grade in the following areas?  | Adapted from IDEA national Assessment Implementation Study (LEA)     | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 39 |   | C7 | Approximately how many years ago did your school begin implementing RtI in first grade in any subject?  | New  | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 40 |   | C8 | For the 2011-2012 school year, how has your school made information available to parents/guardians to help them understand how RtI is being implemented in your school?               | Adapted from IDEA national Assessment Implementation Study (LEA)     | Response to Intervention-related policies and practices | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 41 | <b>School Programs for Particular Populations</b> | D1 | Do any of the children in this school come from a home where a language other than English is spoken?   | ECLS-K   | Students demographic information; language minority     | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |

|    | A   | B  | C  | D  | E   | F    | G   |
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| 42 |   | D2 | What percentage of children in this school and in first grade are English language learners (ELL)?   | ECLS-K   | Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 43 |   | D3 | Approximately what percentage of <u>first-grade children</u> receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?        | ECLS-K   | Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 44 | <b>Children with Special Needs</b>  | D4 | Since the beginning of this school year (2011-2012), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP?                              | Adapted from IDEA national Assessment Implementation Study (LEA) | Response to Intervention-related policies and practices   | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 45 |   | D5 | Of those students who have been NEWLY evaluated at your school this school year (2011-2012), how many were found eligible for an IEP, including those who may have an IEP for speech only? | Adapted from IDEA national Assessment Implementation Study (LEA) | Response to Intervention-related policies and practices   | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 46 |   | D6 | What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities?   | Adapted from IDEA national Assessment Implementation Study (LEA) | Response to Intervention-related policies and practices   | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 47 |   | D7 | Approximately what percentage of your <u>first-graders</u> are in each of the following instructional programs?  | ECLS-K   | Delivery of special education and related services to children with disabilities                            | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |
| 48 | <b>Federal Programs: Title I, Adequate Yearly Progress, and Title III</b> | E1 | Did your school receive Federal Title I funds for this school year?  | ECLS-K   | Receipt of Title I and Title III funding  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 49 |   | E2 | Is your school operating a Title I targeted assistance or schoolwide program?  | ECLS-K   | Services and programs/ Title I  | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?   |

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| 50 |                                       | E3 | Does your school use Title I funds for any of the following purposes?  | ECLS-K                                 | Services and programs/ Title I                           | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 51 | <b>Title III Funding and Programs</b> | E4 | Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.")   | ECLS-K                                 | Receipt of Title I and Title III funding                 | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 52 |                                       | E5 | Does your school use Title III funds for any of the following purposes?  | ECLS-K                                 | Services and programs/ Title III                         | SAQ4 | What kinds of services or programs do schools provide to families, children, or community members? How do these relate to children's academic and socioemotional development?                                 |
| 53 | <b>Federal Requirements</b>           | E6 | At the end of the LAST school year (2010-2011), did this school make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.)  | New item written from NCLB regulations | School status relative to Adequate Yearly Progress (AYP) | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 54 |                                       | E7 | At the end of the LAST school year (2010-2011), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements? (A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.)                             | New item written from NCLB regulations | School status relative to Adequate Yearly Progress (AYP) | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 55 |                                       | E8 | Please indicate in part 1 whether any of the following actions have taken place in your school in the past three years. For each action that you mark as having taken place, please indicate in part 2 whether the action took place at your school in response to being identified for improvement due to AYP requirements. | New item written from NCLB regulations | School status relative to Adequate Yearly Progress (AYP) | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |
| 56 |                                       | E9 | Does this school have grade 3 students?  | ECLS-K                                 | State assessment data                                    | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years? |

|    | A   | B   | C  | D      | E  | F    | G   |
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| 57 |   | E10 | Based on recent state assessments, what percentage of the grade 3 students in your school in the prior school year (2010-2011) scored "proficient" or above in the subjects in this table? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (Adequate Yearly Progress) goals for that school year. | ECLS-K | State assessment data  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 58 | <b>Staffing and Teacher Characteristics</b> | F1  | Approximately how many staff members does your school currently have in the following categories?  | ECLS-K | Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 59 |   | F2  | Does your school currently have any staff members who do the following as their primary role or one of their primary roles?  | New    | Response to Intervention-related policies and practices                                  | SAQ9 | To what extent do schools use assessments to monitor students' progress on specific skills and identify those in need of interventions? What kinds of interventions are provided for struggling students and how much staff support and parent communication are there for these efforts? |
| 60 |   | F3  | Teacher mobility. WRITE IN THE APPROXIMATE NUMBER OF REGULAR CLASSROOM TEACHERS FOR EACH OF THE FOLLOWING.   | ECLS-K | Teacher mobility   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 61 |   | F4  | What percentage of your part-time and full-time teachers, including regular classroom, ESL/bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?   | ECLS-K | Racial and ethnic composition of teaching staff  | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 62 |   | F5  | Indicate how much you agree or disagree with the following statements about your school and staff.   | ECLS-K | School Climate   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |
| 63 |   | F6  | Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for... a) Improved student performance on state tests? b) Reaching target goals on state tests?   | ECLS-K | School Climate   | SAQ2 | How do differences in schools' basic demographic, enrollment, resource, policy, and organizational characteristics relate to children's academic and social development in the early elementary school years?   |

|    | A   | B   | C  | D                        | E   | F    | G  |
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| 64 |   | F7  | If a person other than the school principal has completed the previous sections, please provide the following information for the individual who completed them, or - if more than one individual - for the individual who completed the majority of the sections: | ECLS-K                   | N/A (respondent's name)   |      | N/A  |
| 65 |   | F8  | How long has the individual listed above been employed at this school?   | ECLS-K                   | N/A   |      | N/A  |
| 66 | <b>School Administrator Characteristics</b> | G1  | What is your gender?   | ECLS-K                   | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 67 |   | G2  | In what year were you born?  | ECLS-K                   | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 68 |   | G3  | Are you Hispanic or Latino?  | ECLS-K                   | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 69 |   | G4  | Which best describes your race?  | ECLS-K                   | Principal's sex, age, and race/ethnicity  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 70 |   | G5  | How many years experience do you have in each of the following positions?  | ECLS-K                   | Principal's years at the study school; Principal's years in the role of principal; Principal's years as teacher | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 71 |   | G6  | Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator?   | New - TRP recommendation | Principal's formal education  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 72 |   | G7  | What is the highest level of education you have completed?   | ECLS-K                   | Principal's formal education  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 73 |   | G8  | What was your major field(s) of study in the highest degree you completed?   | ECLS-K                   | Principal's formal education  | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 74 |   | G9  | Please estimate how many hours you spend on average per week in the following activities.  | ECLS-K                   | Principal's time allocation   | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 75 |   | G10 | What is your best estimate of the number of children in your school you know by name?  | ECLS-K                   | Principal's familiarity with students   | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 76 |   | G11 | During school hours, do you speak a language other than English with students at your school whose native language is not English?   | ECLS-K                   | Principal's use of a non-English language   | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |

|    | A | B   | C   | D      | E   | F    | G  |
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| 77 |   | G12 | Do you speak a language other than English with students' families whose native language is not English?  | ECLS-K | Principal's use of a non-English language | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 78 |   | G13 | If you do not speak a language other than English with EITHER students OR students' families whose native language is not English, mark here and SKIP TO Q G15. | ECLS-K | Principal's use of a non-English language | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 79 |   | G14 | What language(s) other than English do you speak with students at your school or with their families?   | ECLS-K | Principal's use of a non-English language | SAQ8 | How do differences in principals' background characteristics relate to other school characteristics and practices? |
| 80 |   | G15 | Date questionnaire completed/Questionnaire completed by   |        |   |      |  |