

	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														

	A	B	C	D	E
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

	A	B	C	D	E
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... 1. a primary factor in choosing where you live, 2. one of several factors, or 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...] 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...] 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...] 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...] 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... Does this very well, Just OK, or 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... Does this very well, Just OK, or 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... Does this very well, Just OK, or Doesn't do this at all?	ECLS-K	School practices to communicate with parent and encourage involvement	PQ5

	A	B	C	D	E
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... Does this very well, Just OK, or 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... Does this very well, Just OK, or 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... Never One or two times, or 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... Less than once a week 1 to 2 times a week 3 to 4 times a week, or 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...  The amount is about right It's too much, or 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? Never Less than once a week 1 to 2 times a week 3 to 4 times a week, or 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.  As I read each person's name again, please tell me if he or she <u>still</u> lives in this household.  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.}  {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... Biological or birth mother Adoptive mother Step mother Foster mother or female guardian, or 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... Biological or birth father Adoptive father Step father Foster father or male guardian, or 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... Full sister, Half sister, Step sister, Adoptive sister, or 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... Full brother, Half brother, Step brother, Adoptive brother, or 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}? Would you say... Not at all Once or twice a week 3-6 times a week, or 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... Not at all Once or twice a week 3-6 times a week, or 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

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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... Never Once or twice a week 3 to 6 times a week, or 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

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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? Not at all safe, Somewhat safe, or 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... Never or almost never, Several times a year, Several times a month, Once a week, or 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... a. A relative of {CHILD} outside your household who provides money specifically for that care? b. Temporary Assistance for Needy Families, or TANF? c. Another social service or welfare agency? d. An employer? 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... a. A relative of {CHILD} outside your household who provides money specifically for that care? b. Temporary Assistance for Needy Families, or TANF? c. Another social service or welfare agency? d. An employer? 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... a. A relative of {CHILD} outside your household who provides money specifically for that care? b. Temporary Assistance for Needy Families, or TANF? c. Another social service or welfare agency? d. An employer? e. Someone else? (SPECIFY)	ECLS and NHES:2005 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 ... Less than one month, More than a month but less than a year, More than a year, or 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.  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? b. {CHILD} talks you out of being punished after {he/she} has done something wrong. 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} ... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or 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... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or Much less well than other children?	ECLS-K	Behavioral and attention problems	PQ1, PQ2
180	CHQ.105	Does {CHILD} learn, think, and solve problems... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or 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... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or 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... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or 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... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or 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 ... Less active than other children of {his/her} age, About as active, Slightly more active, or 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?  Less than one month, Less than a year, 1 to 2 years, 3 to 4 years, or 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... Better than other children {his/her} age, As well as other children, Slightly less well than other children, or 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? a. Problem with talking too loudly b. Problem with talking too softly c. A problem chewing d. A problem swallowing e. A problem with stuttering f. A cleft lip and/or palate g. Abnormalities of the face or head 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... excellent hearing, good hearing, a little trouble hearing, moderate trouble hearing, a lot of trouble hearing, or 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. Is {CHILD}'s hearing... Excellent, Good, A little trouble hearing, Moderate trouble hearing, A lot of trouble hearing, or 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... All of the time, Most of the time, Sometimes, Rarely, or 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? All of the time, Most of the time, Sometimes, Rarely, or 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 ... Excellent, Very good, Good, Fair, or 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. a. Speech or language therapy? b. Occupational therapy? c. Physical therapy? d. Vision services? e. Hearing services? f. Social work services? g. Psychological services? h. Home visits? i. Parent support or training? j. Special class with other children some or all of whom also had special needs? k. Private tutoring or schooling for learning problems? l. Instruction in Braille? m. Instruction in sign language, Cued Speech, ASL, total communication 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... Completely satisfied, Very satisfied, Fairly satisfied, Somewhat dissatisfied, or 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} 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? 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? 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... Almost every month Some months, but not every month, or 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... Almost every month Some months, but not every month, or 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}. 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? 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? 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... Almost every month Some months, but not every month, or 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 ... Keeping house or caring for children, Going to school, Retired, Unable to work, or 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

	A	B	C	D	E
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... \$25,000 or less, or More than \$25,000?	ECLS-K	Total family income for the year	PQ1, PQ3
302	PAQ.110	Was it... \$5,000 or less \$5,001 to \$10,000 \$10,001 to \$15,000 \$15,001 to \$20,000 \$20,001 to \$25,000 \$25,001 to \$30,000 \$30,001 to \$35,000 \$35,001 to \$40,000 \$40,001 to \$45,000 \$45,001 to \$50,000 \$50,001 to \$55,000 \$55,001 to \$60,000 \$60,001 to \$65,000 \$65,001 to \$70,000 \$70,001 to \$75,000 \$75,001 to \$100,000 \$100,001 to \$200,000 \$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... own your own house or condominium rent your house or apartment exchange services for housing not pay for housing live in temporary housing or a shelter, or 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.  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}  at {PHONE NUMBER}  on {STREET ADDRESS, LINE 1} {STREET ADDRESS, LINE 2} {CITY} {STATE} {ZIP CODE}  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
316	CMQ.300	I have also recorded that {NAME OF RELATIVE/FRIEND} at {PHONE NUMBER} on {STREET ADDRESS, LINE 1} {STREET ADDRESS, LINE 2} {CITY} {STATE} {ZIP CODE}  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} on {STREET ADDRESS, LINE 1} {STREET ADDRESS, LINE 2} {CITY} {STATE} {ZIP CODE}  is {CHILD}'s {RELATIONSHIP AT CMQ170}.  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
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	(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.  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.  This call will be recorded for quality control purposes.	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. 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	TUQ060/0600S	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 ... 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? b. Do writing activities with {him/her}? 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... 15 minutes or less, 16 to 29 minutes, 30 to 45 minutes, or 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}... a. Look at or read books on {his/her} own? b. Use a computer or other electronic device for educational purposes? 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? a. An art gallery, museum, or historical site? b. Zoos or aquariums? c. Amusement parks? d. Beaches, lakes, rivers, or state or national parks? e. Plays or concerts? 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
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... a. Reading? b. Math? c. Science? d. Art? e. Music? f. Computers? g. English language instruction?	ECLS-K	Summer school	PQ5
48	HEQ280	Was the summer school a program ... Required by the school, Suggested by the school, or 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... a. Speech or language therapy? b. Occupational therapy? c. Physical therapy? d. Psychological services? e. Any other kind of therapy? (SPECIFY)	ECLS-K	Speech or language therapy over the summer; Occupational therapy over the summer; 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
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... a. Sports? b. Arts and crafts? c. Computers? d. Academic activities? 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...  excellent hearing good hearing, a little trouble hearing, moderate trouble hearing.. a lot of trouble hearing, or 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...  Excellent, Good, A little trouble hearing, Moderate trouble hearing, A lot of trouble hearing, or 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) library use	TQ1
38		B8	How many days a week do children have recess?	ECLS-K	Class activities (outside of class)/ 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)/ 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-- Teacher Survey	Response to Intervention-related 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?
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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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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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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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55	Do teachers' practices to involve parents result in higher levels of parent involvement?
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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?
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	A	B	C	D	E	F
1	<b>Spring First-Grade General Classroom Teacher Child-Level Questionnaire, Appendix C</b>					
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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
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
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

	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

	A	B	C	D	E	F
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?
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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?
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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?
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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... 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
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) library use	TQ1
42		B8	How many days a week do children have recess?	ECLS-K	Class activities (outside of class)/ 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)/ 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
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

	A	B	C	D	E	F
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
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
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?
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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?
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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?
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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?
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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?
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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?
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	A	B	C	D	E	F
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
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

	A	B	C	D	E	F
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; 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
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
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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	A	B	C	D	E	F
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?
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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?
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?
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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?
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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?; 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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	A	B	C	D	E	F
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

	A	B	C	D	E	F
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:			
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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



App D Spring 1st SpEd TQA

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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?
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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
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
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
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
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?

	A	B	C	D	E	F	G
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?

	A	B	C	D	E	F	G
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?

	A	B	C	D	E	F	G
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
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
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
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
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?

	A	B	C	D	E	F	G
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
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							

	A	B	C	D	E	F	G
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?

	A	B	C	D	E	F	G
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?

	A	B	C	D	E	F	G
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
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?



	A	B	C	D	E	F	G
35			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			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			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			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			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			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>		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
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?

	A	B	C	D	E	F	G
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
57		E10	Based on recent state assessments, what percentage of the grade 3 students in your <u>school</u> 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
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
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				