

	A	B	C
1	<p>This file contains a listing of every question asked of study children, parents, general classroom teachers, special education teachers, and school administrators in the spring second grade data collection round (with the exception of the direct assessment items). 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.</p>		
2			
3	Worksheet Name		Instrument
4	App A Spring 3rd Child Quex		Spring Third-Grade Child Questionnaire, Appendix A
5	App B Spring 3rd Hearing Eval		Spring Third-Grade Child Questions for Hearing Evaluations, Appendix B
6	App C Spring 3rd Parent Interview		Spring Third-Grade Parent Interview, Appendix C
7	App D Spring 3rd TQA (Class)		Spring Third-Grade General Classroom Teacher Classroom-Level Questionnaire, Appendix D
8	App D Spring 3rd TQS (Subject)		Spring Third-Grade General Classroom Teacher Subject-Level Questionnaire, Appendix D
9	App D Spring 3rd TQC (Child)		Spring Third-Grade General Classroom Teacher Child-Level Questionnaire, Appendix D
10	App E Spring 3rd SpEd TQA		Spring Third-Grade Special Education Teacher Teacher-Level Questionnaire, Appendix E
11	App E Spring 3rd SpEd TQB (Child)		Spring Third-Grade Special Education Teacher Child-Level Questionnaire, Appendix E
12	App F Spring 3rd School Adm A		Spring Third-Grade School Administrator Questionnaire, Appendix F
13	App F Spring 3rd School Adm B		Spring Third-Grade School Administrator Questionnaire For Continuing Schools, Appendix F

Spring Third-Grade Parent Interview, Appendix C

Section	Item #
	CLQ005
Introduction	CLQ006

	CLQ012
	CLQ015
	CLQ025

	CLQ028
	CLQ030
Self-Description Questionnaire	
	CLQ035
	CLQ050
	CLQ055
	CLQ060
	CLQ065
	CLQ075
	CLQ085
	CLQ090
	CLQ095

	CLQ100
	CLQ105
	CLQ120
	CLQ130
	CLQ135
	CLQ140
	CLQ145
	CLQ155
	CLQ160
	CLQ165
	CLQ170

	CLQ180
Peer Victimization	
	CLQ185
	CLQ190
	CLQ200
	CLQ205, 220, 235
Fear of negative evaluation	
	CLQ215
Prosocial Behavior	
	CLQ230
Prosocial Behavior	
	CLQ245
Prosocial Behavior	

	CLQ250
Life satisfaction	
	CLQ255
	CLQ260
	CLQ265
	CLQ270
	CLQ275
Closing	CLQ280

Item Stem	Source
<p>PLUG HEADPHONES INTO THE COMPUTER. POSITION LAPTOP IN FRONT OF THE CHILD.</p> <p>SAY: Now you are going to use the computer to tell us a little more about yourself. The computer will read some sentences and questions to you while you listen on the headphones [HOLD UP HEADPHONES].</p> <p>SAY: Then you will pick the answer that best describes you by touching your answer on the computer screen [TOUCH THE MIDDLE OF THE COMPUTER SCREEN WITH ONE FINGER]. If you don't want to pick an answer, you don't have to.</p>	<p>ECLS-K:2011 Pilot Test (modified)</p>
<p>POINT TO THE VOLUME CONTROL BUTTONS ON THE BOTTOM RIGHT CORNER OF THE COMPUTER SCREEN.</p> <p>SAY: To make the sound louder, [POINT TO THE RIGHT BUTTON] press the right button. To make the sound softer, [POINT TO THE MIDDLE BUTTON] press the middle button. If you want to turn the sound off, just turn the volume all the way down.</p> <p>SHOW THE CHILD HOW TO ADJUST THE SIZE OF THE HEADPHONES.</p> <p>SAY: Once you put the headphones on, you will hear directions about what to do. Do you have any questions? [PAUSE 23 SECONDS AND ANSWER ANY QUESTIONS.]</p> <p>SAY: Ok, go ahead and put these headphones on now. [HAND THE CHILD THE HEADPHONES.] Do the headphones fit OK? [ADJUST HEADPHONES IF NECESSARY.]</p>	<p>ECLS-K:2011 Pilot Test (modified)</p>

<p>Hello. Before we begin, let's make sure the volume on the headphones is right for you. This is how loud it will be when the sentences are read to you. If it is too loud or too soft please change the volume now or ask for help.</p> <p>In a minute, sentences will appear on the screen, and they will be read to you along with a list of answers.</p> <p>Think about each sentence and decide how well it describes you. Once you've decided, touch your answer on the computer screen. You can touch your answer even if the computer is still reading to you.</p> <p>For these questions, there are no right or wrong answers, and all your answers are private. No one will be told the answers that you pick. And remember, be sure your answers tell me about YOU.</p> <p>Please touch the "Next" button and move to the next screen.</p>	ECLS-K:2011 Pilot Test (modified)
<p>For each sentence, decide how well it describes you. Is the sentence "Not at all true; A little bit true; Mostly true; or Very true" for you?</p> <p>A student, Maria, has already given an answer for one sentence to show you how to do it. The sentence read to Maria was</p> <p>I am neat and tidy.</p> <p>Maria touched the button on the screen with the answer "A little bit true" because she is not very neat, but she is not very messy either.</p> <p>Please touch the "Next" button and move to the next screen.</p>	ECLS-K:2011 Pilot Test (modified)
<p>If you want to change an answer, touch the "Erase" button and then touch the new answer you want to pick.</p> <p>If you want to go back and change any of the answers you already gave, touch the "Back" button and move to the past screen. Once there, touch the "Erase" button and then touch the new answer you want to pick.</p> <p>Now, let's practice. Listen to the following statement. Choose the answer that best describes you. After you choose, remember to touch the "Next" button.</p> <p>I like to watch TV.</p>	ECLS-K:2011 Pilot Test (modified)

<p>Great, thank you for practicing with me. One last thing before we begin: If there is a question that you do not want to answer, just touch the "Next" button to skip over it. When you touch the "Next" button without answering, the computer will ask if you want to skip the question, just to make sure you didn't skip the question by accident. Please touch the "Next" button and move to the next screen.</p>	<p>ECLS-K:2011 Pilot Test (modified)</p>
<p>Let's begin. I have lots of friends. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I am good at SCIENCE. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I enjoy doing work in SCIENCE. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I like READING. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I make friends easily. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I cannot wait to do MATH each day. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I like SCIENCE. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I am interested in READING. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I get along with kids easily. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>
<p>I cannot wait to READ each day. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Marsh, H.W. (1992).</p>

<p>I am interested in MATH. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I am easy to like. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>Other kids want me to be their friend. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I like MATH. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I have more friends than most other kids. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I am good at READING. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I am interested in SCIENCE. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I enjoy doing work in MATH. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I cannot wait to do SCIENCE. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I enjoy doing work in READING. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).
<p>I am good at MATH. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	Marsh, H.W. (1992).

<p>The next set of questions and sentences are about how often things happen to you. Think about the question or sentence and decide if these things happen "Never; Rarely; Sometimes; Often; or Very often." During this school year, how often have other students teased you, made fun of you, or called you names? Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Espelage and Holt (2001) (modified)</p>
<p>During this school year, how often have other students told lies or untrue stories about you? Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Espelage and Holt (2001) (modified)</p>
<p>During this school year, how often have other students pushed, shoved, slapped, hit, or kicked you? Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Espelage and Holt (2001) (modified)</p>
<p>During this school year, how often have other students left you out from playing with them on purpose? Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Espelage and Holt (2001) (modified)</p>
<p>Social Distress. Items not included due to copyright restrictions (3 items total)</p>	<p>LaGreca and Stone (1993)</p>
<p>I try to cheer up other classmates who are upset or sad about something. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Zimmer-Gembeck, Geiger, and Crick (2005)</p>
<p>I help out other kids when they need it. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Zimmer-Gembeck, Geiger, and Crick (2005)</p>
<p>I say or do nice things for other classmates. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>Zimmer-Gembeck, Geiger, and Crick (2005)</p>

<p>The next set of sentences are about how you feel about your life. Think about the sentence and decide how well it describes you. Does the sentence describe you "Not at all; A little bit; Somewhat; Quite a bit; or Very much"?</p> <p>I am happy with my hobbies and free time activities. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>NIH Toolbox for the Assessment of Neurological and Behavioral Function (NIH Toolbox) (modified)</p>
<p>I am happy with the clothes, games, toys, and other things I have. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>NIH Toolbox for the Assessment of Neurological and Behavioral Function (NIH Toolbox) (modified)</p>
<p>I am happy with how much attention I get from my parents. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>NIH Toolbox for the Assessment of Neurological and Behavioral Function (NIH Toolbox) (modified)</p>
<p>I am happy with the friends I have. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>NIH Toolbox for the Assessment of Neurological and Behavioral Function (NIH Toolbox) (modified)</p>
<p>I am happy with my skills and talents. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>NIH Toolbox for the Assessment of Neurological and Behavioral Function (NIH Toolbox) (modified)</p>
<p>I am happy with the neighborhood and community in which I live. Please pick an answer and then touch the "Next" button or just touch the "Next" button to skip this question.</p>	<p>NIH Toolbox for the Assessment of Neurological and Behavioral Function (NIH Toolbox) (modified)</p>
<p>Thank you for working with me. You are done answering questions on the computer. Please take off the headphones now.</p>	<p>ECLS-K:2011 Pilot Test</p>

Construct	Research Question
Introduction	NA
Introduction	NA

Introduction	NA
Introduction	NA
Introduction	NA

Introduction	NA
Peer relationships	C1, C2
Interest in Reading, Math, and Science Subjects	C1, C2
Interest in Reading, Math, and Science Subjects	C1, C2
Interest in Reading, Math, and Science Subjects	C1, C2
Peer relationships	C1, C2
Interest in Reading, Math, and Science Subjects	C1, C2
Interest in Reading, Math, and Science Subjects	C1, C2
Interest in Reading, Math, and Science Subjects	C1, C2
Peer relationships	C1, C2
Interest in Reading, Math, and Science Subjects	C1, C2

Peer victimization	C3, C4
Peer victimization	C3, C4
Peer victimization	C3, C4
Peer victimization	C3, C4
Social distress	C3
Life Satisfaction and Prosocial Behavior	C5
Life Satisfaction and Prosocial Behavior	C5
Life Satisfaction and Prosocial Behavior	C5

Spring Third-Grade Child Questions for Hearing Evaluations, Appendix G

Section	Item #	Item Stem	Source	Construct	Research Question
Pre-Test Questionnaire	PTQ001	Do you have a cold or a runny nose today?	ECLS-K:2011 fall 2nd grade	Child Health and Well-Being	PQ1; PQ2
	PTQ002	Did you have a cold or a runny nose yesterday?	ECLS-K:2011 fall 2nd grade	Child Health and Well-Being	PQ1; PQ2
	PTQ003	Have you had an earache today?	ECLS-K:2011 fall 2nd grade - Revised	Child Health and Well-Being	PQ1; PQ2
	PTQ004	Did you have an earache yesterday?	ECLS-K:2011 fall 2nd grade - Revised	Child Health and Well-Being	PQ1; PQ2
	PTQ005	Which ear(s) hurt?	ECLS-K:2011 fall 2nd grade	Child Health and Well-Being	PQ1; PQ2
	PTQ006	Have you listened to sounds today that were so loud you would have to shout so someone close by could hear you?	ECLS-K:2011 fall 2nd grade - Revised	Child Health and Well-Being	PQ1; PQ2
	PTQ007	Did you listen to any sounds that were that loud yesterday? [Did you listen to any sounds yesterday that were so loud you would have to shout so someone close by could hear you?]	ECLS-K:2011 fall 2nd grade - Revised	Child Health and Well-Being	PQ1; PQ2
	PTQ008	Do you have tubes in your ears now that a doctor put there [to keep you from getting earaches]?	ECLS-K:2011 fall 2nd grade	Child Health and Well-Being	PQ1; PQ2
	PTQ009	Do you have to wear earplugs when you swim or take a bath or shower?	ECLS-K:2011 fall 2nd grade	Child Health and Well-Being	PQ1; PQ2
	PTQ010	In which ear do you have the tube(s)?	ECLS-K:2011 fall 2nd grade New	Child Health and Well-Being	PQ1; PQ2
	PTQ011	In which ear do you wear the earplug(s)?	ECLS-K:2011 fall 2nd grade - Revised	Child Health and Well-Being	PQ1; PQ2
	PTQ012	Is it easier for you to hear out of one ear than the other?	ECLS-K:2011 fall 2nd grade - Revised	Child Health and Well-Being	PQ1; PQ2
	PTQ013	Which ear is easier to hear with?	ECLS-K:2011 fall 2nd grade - Revised	Child Health and Well-Being	PQ1; PQ2

	A	B	C	D	E	F
1	Spring Third-Grade Parent Interview, Appendix C					
2	Section	Item #	Item Stem	Source	Construct	Research Question
3	Introduction	INQ.005	{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012/In the spring of 2013}, 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		INQ.060	[May I have your name, please?]	ECLS-K	Introduction	NA
10		INQ.070	[May I have your name, please?]	ECLS-K	Introduction	NA
11		INQ.080/080b	(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 children and how their school experiences can be improved. 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

	A	B	C	D	E	F
12		INQ.090/090b	<p>{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012/In the spring of 2013}, you 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
13		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?	ECLS-K	Introduction	NA
14		INQ180	I have recorded that {CHILD}'s home address is...Is this still correct?	ECLS-K	Introduction	NA
15		INQ190	What is {CHILD}'s home address?		Introduction	NA
16		INQ.200	I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?	ECLS-K	Introduction	NA
17		INQ.205	{What is {CHILD}'s family's current home phone number?}	ECLS-K	Introduction	NA
18		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
19		INQ.310/312OS	In what country or territory was {CHILD} born?	ECLS-K	Country of origin for sample child	PQ1, PQ3
20		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
21		INQ.330	Is {CHILD} a U.S. citizen?	ECLS-K	Citizenship of child	PQ1, PQ3
22	Parent's Involvement with Child's School	PIQ.051	Now, I'd like to ask you about {CHILD}'s school. 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 ...	ECLS-K	Parent's choice of school for child	PQ5
23		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

	A	B	C	D	E	F
24		PIQ.065	Does {CHILD} attend a school?	ECLS-K	School attendance by homeschooled child	PQ5
25		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.	ECLS-K	School attendance by homeschooled child	PQ5
26		PIQ.120	How far in school do you <u>expect</u> {CHILD} to go? Would you say you expect {him/her} ...	ECLS-K	Parent's educational expectations for child	PQ3, PQ5
27		PIQ.127	Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted (you/any adult in your household) about any <u>behavior</u> problems {he/she} is having in school?	NHES	School communication with parents	PQ5
28		PIQ.128	[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted (you/any adult in your household) about...] How about any problems {he/she} is having with <u>school work</u> ?	NHES	School communication with parents	PQ5
29		PIQ.129	[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted (you/any adult in your household) about...] How about anything {CHILD} is doing particularly well or better in school?	NHES	School communication with parents	PQ5
30		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
31		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
32		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
33		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
34		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

	A	B	C	D	E	F
35		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	Parent participation in school activities	PQ5
36		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 communication with parents	PQ5
37		PIQ210	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 communication with parents	PQ5
38		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
39		PIQ.490	Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the school {CHILD} attends this year?	NHES	Parent's satisfaction with the teachers and school	PQ5
40		PIQ.510	How often does {CHILD} do homework at home? Would you say...	ECLS-K	Frequency child does homework at home	PQ4, PQ5
41		PIQ.550	How often do you check that {CHILD} has completed all homework? Would you say never, rarely, sometimes, or always?	ECLS-K	Homework monitoring by parents	PQ4, PQ5
42	Family Structure	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	Household roster: current	PQ1, PQ3

	A	B	C	D	E	F
43		FSQ.015/015OS	Why is {NAME} no longer living in this household?	ECLS-K	Household roster: former household member's status	PQ1, PQ3
44		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	Household roster: current	PQ1, PQ3
45		FSQ.025	ENTER LAST NAME OF {NAME}.	ECLS-K	Household roster: current	PQ1, PQ3
46		FSQ.030	How old {are you/is {NAME}}?	ECLS-K	Household roster: current	PQ1, PQ3
47		FSQ.040	CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME} male or female?}	ECLS-K	Household roster: current	PQ1, PQ3
48		FSQ.045	CHECK HOUSEHOLD MATRIX.	ECLS-K	Household roster: current	PQ1, PQ3
49		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	Household roster: current	PQ1, PQ3
50		FSQ.110	Do you have a spouse or partner who lives in this household?	ECLS-K	Marital status of the primary caretakers	PQ1, PQ3
51		FSQ.120	Who in the household is your spouse or partner?	ECLS-K	Marital status of the primary caretakers	PQ1, PQ3
52		FSQ.121	During our last interview with this household (family), 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

	A	B	C	D	E	F
53		FSQ.122	During our last interview with this household (or family), 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
54		FSQ.130	What is {your/{NAME}'s} relationship to {CHILD}?	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3
55		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
56		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
57		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
58		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
59		FSQ.180/181	{Are you/Is {NAME}} {CHILD}'s... CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.	ECLS-K	Change in family relationship of key parent figures to child	PQ1, PQ3

	A	B	C	D	E	F
60		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
61		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
62		FSQ.196a	Though we may have asked you about {CHILD}'s race and ethnicity in the past, I do have a few more questions I'd like to ask about that now. Is {CHILD} a member of a Spanish, Hispanic, or Latino group?	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
63		FSQ.196b	Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin? Is {he/she}...	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
64		FSQ.197a	Is {CHILD} a member of an Asian group?	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
65		FSQ.197b	Which of the following Asian groups best describes {CHILD}'s origin? Is {he/she}...	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3

	A	B	C	D	E	F
66		FSQ.198a	Is {CHILD} a member of a Pacific Islander group?	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
67		FSQ.198b	Which of the following Pacific Islander groups best describes {CHILD}'s origin? Is {he/she}...	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
68		FSQ.200a	{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
69		FSQ.200b	See matrix.	ECLS-K	Marital status of the primary caretakers	NA
70		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
71		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
72	Primary Language(s) Spoken	PLQ.020	Is any language other than English regularly spoken in your home?	ECLS-K	Languages spoken in the home	PQ1, PQ3
73		PLQ.083	How often {do/does} {you/NAME} use a language other than English in speaking to {CHILD}? Would you say never, sometimes, often, or very often?	ECLS-K	Languages spoken in the home	PQ1, PQ3
74		PLQ.090	How often does {CHILD} use a language other than English in speaking to {you}/{NAME}? Would you say never, sometimes, often, or very often?	ECLS-K	Languages spoken in the home	PQ1, PQ3
75	Home Environment, Activities, and Cognitive Stimulation	HEQ.040	About how many 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
76		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
77		HEQ.215	Generally, how many minutes did {CHILD} read at each of these times?	ECLS-K	Frequency of reading activities with child	PQ2, PQ4

	A	B	C	D	E	F
78		HEQ.225	In an average week, how often does {CHILD} use a home computer or other electronic device to play with programs that teach {him/her} something, like math or reading skills? Would you say ... Never, Once or twice a week, 3 to 6 times a week, or Every day	ECLS-K:2011 (modified)	Use of electronic/computer devices	PQ4
79		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
80		HEQ.290/290OS	What is {CHILD} tutored in?	ECLS-K	Tutoring	PQ5
81		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
82		HEQ305	As part of {CHILD}'s participation in that activity, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?	NCES	Child activities outside of school hours: science related field trips	PQ4
83		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
84		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
85		HEQ325	As part of {CHILD}'s participation in that program, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?	NCES	Child activities outside of school hours: science related field trips	PQ4
86		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
87		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
88		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
89		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
90		HEQ.391	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Religious activities or instruction?	ECLS-K	Child activities outside of school hours	PQ4

	A	B	C	D	E	F
91		HEQ.393	Did {CHILD}'s participation in {academic activities /organized athletic activities/ organized clubs or recreational programs/ music lessons/ drama classes / art classes or lessons/ organized performing arts programs/ religious activities or instruction /any of these activities} help to cover the hours when you needed adult supervision for {him/her}?	ECLS-K	Whether child activities serve as child care	PQ6
92		HEQ.520	Now, I have a question about meals. In a typical week, please tell me the number of days your family eats the evening meal together.	ECLS-K (modified)	Frequency of family dinner together	PQ4
93		HEQ.600a/b	On an average school night, how many hours of sleep does {CHILD} get?	Youth Risk Behavior Survey (YRBS)	Amount of sleep	PQ4
94	Social Skills, Problem Behaviors, and Approaches Toward Learning	SSQ020 a/b/c/d	Items asking how often the child has had problems with four behaviors related to working memory over the past 6 months. Items not included due to copyright restrictions (4 items total).	Behavior Rating Inventory of Executive Function (BRIEF)	Child's working memory	PQ1, PQ2
95	Child Care	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
96		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
97		CCQ.060	How many different <u>regular care</u> arrangements do you <u>currently</u> have with relatives?	ECLS-K	Participation in relative care	PQ6
98		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
99		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
100		CCQ.075	Does {CHILD} receive that care before school, after school, or on weekends?	ECLS-K	Time child spends in care arrangements	PQ6
101		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
102		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
103		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

	A	B	C	D	E	F
104		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
105		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
106		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
107		CCQ.170	{Let's talk about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?	ECLS-K	Participation in nonrelative care	PQ6
108		CCQ.175	Does {CHILD} receive that care before school, after school, or on weekends?	ECLS-K	Time child spends in care arrangements	PQ6
109		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
110		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
111		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
112		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
113		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
114		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 basis</u> ?	ECLS-K	Participation in center-based care	PQ6
115		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
116		CCQ.335	Does {CHILD} go to that program before school, after school, or on weekends?	ECLS-K	Time child spends in care arrangements	PQ6
117		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
118		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

	A	B	C	D	E	F
119		CCQ.353	As part of {CHILD}'s participation in that program, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?	NCES	Science related field trips in center-based care	PQ6
120		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
121		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
122		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
123		CCQ.377	How many <u>hours</u> per <u>week</u> does {CHILD} take care of {himself/herself}?	ECLS-K	Time child spends in self-care	PQ6
124		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}?	ECLS-K (modified)	Current contact and nature of relationship with biological/adoptive parents no longer living in household	PQ1, PQ3, PQ4
	Non-Resident Parents					
125		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 (modified)	Current contact and nature of relationship with biological/adoptive parents no longer living in household	PQ1, PQ3, PQ4
126	Country of Origin for Non-Resident Biological Parents	COQ.005/OS	In what country was {his/her} biological mother born?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
127		COQ.010	How old was {CHILD}'s biological mother when she first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
128		COQ.020/OS	In what country was {his/her} biological father born?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
129		COQ025	How old was {CHILD}'s biological father when he first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
130	Discipline, Warmth and Emotional Supportiveness	DWQ.010	{CHILD} and I often have warm, close times together. Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.	ECLS-K	Parent-child relationship: warmth	PQ4

	A	B	C	D	E	F
131		DWQ.015	[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.] Most of the time I feel that {CHILD} likes me and wants to be near me.	ECLS-K	Parent-child relationship: warmth	PQ4
132		DWQ.025	[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.] Even when I'm in a bad mood, I show {CHILD} a lot of love.	ECLS-K	Parent-child relationship: warmth	PQ4
133		DWQ.035	[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 express affection by hugging, kissing and holding {CHILD}.	ECLS-K	Parent-child relationship: warmth	PQ4
134		DWQ070a/b/c/d/e/f	Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you. a. Even if I am really busy, I make time to listen to {CHILD}. Would you say it's never true, sometimes true, often true, or very often true? b. I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}. c. I encourage {CHILD} to talk about {his/her} troubles. d. I encourage {CHILD} to tell me about {his/her} friends and activities. e. I encourage {CHILD} to express {his/her} opinions. f. When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore.	ECLS-K	Parent-child relationship: communication	PQ4
135		DWQ077a/b/c	The following are a number of statements about your family. Please tell me how often each 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 punishment early, like lift restrictions earlier than you originally said?	Short form of Alabama Parenting Questionnaire	Inconsistent Discipline	PQ4

	A	B	C	D	E	F
136		DWQ.080a/b	<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
137		DWQ.081 a/b	<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
138	Child's Health and Well-Being	CHQ.021	Has {CHILD} had an ear infection since last spring?	ECLS-K:2011 (modified)	Ear infections since last spring	PQ1, PQ2
139		CHQ.022	Has {CHILD} had an ear ache since last spring?	ECLS-K:2011 (modified)	Ear aches since kindergarten	PQ1, PQ2
140		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	PQ1, PQ2

	A	B	C	D	E	F
141		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/aches treatment since last spring	PQ1, PQ2
142		CHQ.025	Since last spring, were the tubes placed in the right ear, left ear, or both ears when your child had surgery to place tubes in {his/her} ears? IF NEEDED: Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes.	ECLS-K:2011 (modified)	Ear tubes	PQ1, PQ2
143		CHQ.026	Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?	ECLS-K	Asthma	PQ1, PQ2
144		CHQ.027	Does {he/she} receive treatment for this condition?	ECLS-K	Asthma	PQ1, PQ2
145		CHQ.040a/b/c	What kind of health insurance or health care coverage does {CHILD} have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized. a. Does {he/she} have a private health insurance plan (from employer, workplace, or purchased directly or through a state or local government program or community program). b. Does {he/she} have a public health insurance plan, such as Medicaid, the Children's Health Insurance Program (CHIP), or health care through the military? c. Does {he/she} have any health insurance?	ECLS-K (modified)	Health insurance coverage	PQ1, PQ3
146		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	Exercise/physical activities	PQ1, PQ2
147		CHQ.070a/b/c/d/e/f/g/h/OS	What types of exercise or physical activity does {CHILD} get? How about... a. Group sports? b. Individual sports? c. Dance? d. Recreational sports or outdoor activities? e. Martial Arts? f. Playground activities? g. General exercising? h. Anything else?	ECLS-K	Types of exercise	PQ1, PQ2

	A	B	C	D	E	F
148		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	Behavioral comparison to peers: Independence and ability to take care of him/herself	PQ1, PQ2
149		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 comparison to peers: Attention	PQ1, PQ2
150		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	Behavioral comparison to peers: Learn, think, solve problems	PQ1, PQ2
151		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	Behavioral comparison to peers: Child's coordination	PQ1, PQ2
152		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 comparison to peers: Relating to children	PQ1, PQ2
153		CHQ.108	Would you say {CHILD} behaves and relates to <u>adults</u> ... 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 comparison to peers: Relating to adults	PQ1, PQ2
154		CHQ.109	Thinking about {CHILD}'s overall activity level, would you say {he/she} is ... Less active than other children {his/her} age, About as active, Slightly more active, or A lot more active than other children {his/her} age?	ECLS-K	Behavioral comparison to peers: Overall activity level	PQ1, PQ2
155		CHQ.110	Does {CHILD} have any emotional or psychological difficulties?	ECLS-K:2011	Emotional and psychological difficulties	PQ1, PQ2

	A	B	C	D	E	F
156		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
157		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	Evaluation of disabilities and health conditions	PQ1, PQ2
158		CHQ.120	{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
159		CHQ.125/125OS	What was the diagnosis or were the diagnoses?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
160		CHQ126/126OS	What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, something else or was it identified generally as Autism Spectrum Disorder?	ECLS-K:2011	Diagnoses of disabilities and health conditions: Autism spectrum disorder	PQ1, PQ2
161		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)/a 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/obsessivecompulsive disorder/a generalized anxiety disorder/an {other} anxiety disorder/bipolardisorder/depression/speech/a sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}} was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
162		CHQ.135a/b	What was the month and year when the diagnosis was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2

	A	B	C	D	E	F
163		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/serious emotional disturbance/traumatic brain injury/panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/{other} anxiety disorder/bipolar disorder/depression/speech problems/sensory deficit disorder/oppositional defiant disorder{TEXT FROM OTHER SPECIFY}}?	ECLS-K:2011	Prescription medications	PQ1, PQ2
164		CHQ.155	Is {CHILD} medicated for ADD or ADHD at school, at home, or both?	ECLS-K:2011	Prescription medications	PQ1, PQ2
165		CHQ.173	How long has {CHILD} taken such prescription medicine for {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a 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/a generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech problems/a sensory deficit disorder/oppositional defiant disorder/{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
166		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: comparison to peers	PQ1, PQ2
167		CHQ.206 e	Since last spring, has your child had a problem with stuttering?	ECLS-K:2011	Communication problems	PQ1, PQ2

	A	B	C	D	E	F
168		CHQ.210	{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?	ECLS-K	Evaluation of communication problems	PQ1, PQ2
169		CHQ.215	Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?	ECLS-K	Diagnoses for communication problems	PQ1, PQ2
170		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 {CHILD} deaf?	ECLS-K	Hearing ability	PQ1, PQ2
171		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	Hearing ability	PQ1, PQ2
172		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	Hearing ability	PQ1, PQ2
173		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	Hearing ability	PQ1, PQ2
174		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	Hearing ability	PQ1, PQ2
175		CHQ.221	Is {CHILD}'s hearing worse in one ear?	ECLS-K:2011	Hearing ability	PQ1, PQ2

	A	B	C	D	E	F
176		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. In {his/her} worse ear, would you say {CHILD} has... Excellent hearing, Good hearing, A little trouble hearing, Moderate trouble hearing, A lot of trouble hearing, or is {CHILD} Deaf?	ECLS-K:2011	Hearing ability	PQ1, PQ2
177		CHQ.235	{Besides the ECLS-K:2011 hearing evaluation done for this study, {since last spring has/since the fall of 2012 has/Has}/{Since last spring has/Since the fall of 2012 has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?	ECLS-K (modified)	Evaluated for hearing ability	PQ1, PQ2
178		CHQ.245	Did you obtain a diagnosis of a problem from a professional?	ECLS-K	Diagnoses for hearing ability	PQ1, PQ2
179		CHQ.246/246OS	What was the diagnosis?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
180		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
181		CHQ.255a/b	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
182		CHQ.256a	{Since the fall of 2012 /Since last spring/Since the spring of 2012/Since the spring of 2011}, has {CHILD} worn a hearing aid?	ECLS-K:2011	Use of hearing aid	PQ1, PQ2
183		CHQ.256b	Has {CHILD} ever worn a hearing aid?	ECLS-K:2011 (modified)	Use of hearing aid	PQ1, PQ2
184		CHQ.257a/b	At what age was the recommendation that {CHILD} wear a hearing aid first made?	ECLS-K:2011	Use of hearing aid	PQ1, PQ2
185		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	Use of hearing aid	PQ1, PQ2

	A	B	C	D	E	F
186		CHQ.259	Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with hearing aid	PQ1, PQ2
187		CHQ.260	[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with hearing aid	PQ1, PQ2
188		CHQ.261	[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with hearing aid	PQ1, PQ2
189		CHQ.262	[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with hearing aid	PQ1, PQ2
190		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	Use of hearing aid	PQ1, PQ2
191		CHQ.264a/b	At what age was the recommendation that {CHILD} wear a hearing aid first made?	ECLS-K:2011	Use of hearing aid	PQ1, PQ2
192		CHQ.270	Does {CHILD} have a cochlear implant?	ECLS-K	Use of cochlear implant	PQ1, PQ2
193		CHQ.271	In what year was it implanted?	ECLS-K	Use of cochlear implant	PQ1, PQ2
194		CHQ.272a/b	How old was {CHILD} when it was implanted?	ECLS-K:2011	Use of cochlear implant	PQ1, PQ2
195		CHQ.273	In what years were they implanted?	ECLS-K	Use of cochlear implant	PQ1, PQ2
196		CHQ.274	[In what years were they implanted?]	ECLS-K	Use of cochlear implant	PQ1, PQ2
197		CHQ.275a/b	{How old was {CHILD} when it was implanted in the left ear?}{How old was {CHILD} when they were implanted?}	ECLS-K:2011	Use of cochlear implant	PQ1, PQ2
198		CHQ.276a/b	{How old was {CHILD} when it was implanted in the right ear?}{How old was {CHILD} when they were implanted?}	ECLS-K:2011	Use of cochlear implant	PQ1, PQ2
199		CHQ.277	Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with cochlear implant	PQ1, PQ2

	A	B	C	D	E	F
200		CHQ.278	[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with cochlear implant	PQ1, PQ2
201		CHQ.279	[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with cochlear implant	PQ1, PQ2
202		CHQ.280	[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {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	Hearing ability: with cochlear implant	PQ1, PQ2
203		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 ability	PQ1, PQ2
204		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 ability	PQ1, PQ2
205		CHQ.290	{Since last spring has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?	ECLS-K (modified)	Evaluated for vision ability	PQ1, PQ2
206		CHQ.300	Did you obtain a diagnosis of a <u>vision-related</u> problem from an eye care professional?	ECLS-K (modified)	Diagnoses for vision-related problems	PQ1, PQ2
207		CHQ.301/3010S	What was the diagnosis?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
208		CHQ.305a/b	How old was {CHILD} when the first diagnosis of a problem was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
209		CHQ.310a/b	What was the month and year the diagnosis was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
210		CHQ.311	Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?	ECLS-K:2011	Use of glasses or contact lenses	PQ1, PQ2
211		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	Use of glasses or contact lenses	PQ1, PQ2

	A	B	C	D	E	F
212		CHQ.313	Does {CHILD} have glasses or contact lenses?	ECLS-K:2011	Use of glasses or contact lenses	PQ1, PQ2
213		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	Use of glasses or contact lenses	PQ1, PQ2
214		CHQ.330	Would you say {CHILD}'s health is ... Excellent, Very good, Good, Fair, or Poor?	ECLS-K	Child's general health	PQ1, PQ2
215		CHQ.340	During <u>this school year</u> , has {CHILD} received therapy services or taken part in a program for children with disabilities?	ECLS-K	Services for disabilities	PQ1, PQ2
216		CHQ.420	During <u>this school year</u> , did {CHILD} participate in a special education program?	ECLS-K (modified)	Services for disabilities	PQ1, PQ2
217		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
218		VIQ.010	Now, I have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?	Espelage and Holt (2001) (modified)	Peer victimization	PQ1
	Peer Victimization					
219		VIQ.020	How often has this happened? Would you say ... Rarely, Sometimes, Often, or Very often?:	Espelage and Holt (2001) (modified)	Peer victimization	PQ1
220		VIQ.030	During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?	Espelage and Holt (2001) (modified)	Peer victimization	PQ1
221		VIQ.040	How often has this happened? Would you say ... Rarely, Sometimes, Often, or Very often?	Espelage and Holt (2001) (modified)	Peer victimization	PQ1
222		VIQ.050	During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?	Espelage and Holt (2001) (modified)	Peer victimization	PQ1

	A	B	C	D	E	F
223		VIQ.060	How often has this happened? Would you say ... Rarely, Sometimes, Often, or Very often?	Espelage and Holt (2001) (modified)	Peer victimization	PQ1
224		VIQ.070	During this school year, have other children ever told lies or untrue stories about {CHILD}?	Espelage and Holt (2001) (modified)	Peer victimization	PQ1
225		VIQ.080	How often has this happened? Would you say ... Rarely, Sometimes, Often, or Very often?	Espelage and Holt (2001) (modified)	Peer victimization	PQ1
226	Parent's Psychological Well-Being and Health	PPQ.100	I'm going to read some statements that may relate to how you have felt about yourself and your life during the past week. For each statement I read, please indicate how often in the past week you felt or behaved this way. There are no right or wrong answers. How often during the past week have you felt that you were bothered by things that don't usually bother you? Would you say never, some of the time, a moderate amount of the time, or most of the time?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
227		PPQ.110	How often during the past week have you felt that you did not feel like eating, that your appetite was poor?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
228		PPQ.120	How often during the past week have you felt that you could not shake off the blues even with help from your family or friends?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
229		PPQ.130	How often during the past week have you felt that you had trouble keeping your mind on what you were doing?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
230		PPQ.140	How often during the past week have you felt depressed?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
231		PPQ.150	How often during the past week have you felt that everything you did was an effort?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
232		PPQ.160	How often during the past week have you felt fearful?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
233		PPQ.170	How often during the past week have you felt your sleep was restless?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
234		PPQ.180	How often during the past week have you felt that you talked less than usual?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
235		PPQ.190	How often during the past week have you felt lonely?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
236	PPQ.200	How often during the past week have you felt sad?	ECLS-K	Depression and subjective well-being	PQ1, PQ3	

	A	B	C	D	E	F
237		PPQ.210	How often during the past week have you felt that you could not get going?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
238		PPQ.220	Now, I would like to ask you about your health. In general, would you say that your health is... Excellent, Very good, Good, Fair, or Poor?	ECLS-K	Parent health	PQ1, PQ3, PQ5
239		FDQ.130a/b/c	<p>These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2013.</p> <p>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?</p> <p>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?</p> <p>c. {I/We} couldn't afford to eat balanced meals.</p>	ECLS-K	Family food security	PQ1, PQ3
	Food Security					
240		FDQ.140	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	Family food security	PQ1, PQ3
241		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	Family food security	PQ1, PQ3
242		FDQ.160	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	Adult food security	PQ1, PQ3
243		FDQ.170	In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?	ECLS-K	Adult food security	PQ1, PQ3
244		FDQ.180	In the last 12 months, did you lose weight because there wasn't enough money for food?	ECLS-K	Adult food security	PQ1, PQ3

	A	B	C	D	E	F
245		FDQ.190	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	Adult food security	PQ1, PQ3
246		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	Adult food security	PQ1, PQ3
247	Parent's Education	PEQ.020	{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:2011 (modified)	Parent education	PQ1, PQ3
248		PEQ.021	{Do/Does} {you/{NAME}} have a high school diploma, or its equivalent, such as a GED, or neither?	ECLS-K	Parent education	PQ1, PQ3
249	Parent's Employment	EMQ.200	Which best describes {your/NAME'S} current employment situation? {Are you/Is {NAME}}... working part-time, working full-time, a stay-at-home parent or guardian, or not working?	Westat	Parent employment	PQ1, PQ3
250		EMQ.210	Since {CHILD} was born, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the war in Afghanistan.	United States Census Bureau (modified)	Active duty military service: since child was born	PQ1, PQ3
251		EMQ.215	{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?	United States Census Bureau (modified)	Active duty military service: current	PQ1, PQ3
252	Parent Income and Assets	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	Annual family income	PQ1, PQ3

	A	B	C	D	E	F
253		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	Annual family income	PQ1, PQ3
254		PAQ.120	What was your total household income last year, to the nearest thousand?	ECLS-K	Annual family income	PQ1, PQ3
255		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
256	Mobility and Tracking Updates	CMQ.010	Have you moved since {DATE OF LAST INTERVIEW}?	ECLS-K	Child Mobility	NA
257		CMQ.020/020OS	Why did you move?	ECLS-K	Child Mobility	NA
258		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

	A	B	C	D	E	F
259		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
260		CMQ.140	What is that telephone number?	ECLS-K	Closing	NA
261		CMQ.150/155	Where is that telephone located?	ECLS-K	Closing	NA
262		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
263		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
264		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
265		CMQ.280	What is the person's relationship to you?	ECLS-K	Closing	NA
266		CMQ.382	I have also recorded that your e-mail address is {EMAIL ADDRESS}. Is that correct?	ECLS-K	Closing	NA
267		CMQ.383	Is there an e-mail address where we could reach you?	ECLS-K	Closing	NA
268		CMQ.384	What is your e-mail address?	ECLS-K	Closing	NA
269		CMQ.680	WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?	ECLS-K	Closing	NA
270		CMQ.690/690OS	WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?	ECLS-K	Closing	NA
271		CMQ.695	WHERE WAS THIS INTERVIEW CONDUCTED?	ECLS-K	Closing	NA
272		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
273		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

	A	B	C	D	E	F
274		CMQ.702	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
275		CMQ.703	Thank you.	ECLS-K	Closing	NA
276		CMQ.720	PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.	ECLS-K	Closing	NA

	A	B	C	D	E	F
1	Spring Third-Grade General Classroom Teacher Classroom-Level Questionnaire, Appendix D					
2	Section	Item #	Item Stem	Source	Construct	Research Question
3	Classroom and Student Characteristics	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? Are boys? Are girls?	ECLS-K	Classroom characteristics: enrollment, gender distribution	TQ1; TQ3
4		A2	What grade levels are included in your class?	ECLS-K	Classroom characteristics: grade levels within class	TQ1
5		A3	During this school year have you taught the following subjects to any or all of the students in your class?	New	Classroom characteristics: subjects taught	TQ3
6		A4	How many of the children in your class are repeating this grade this year?	ECLS-K	Classroom characteristics: number of repeaters	TQ2; TQ3
7		A5	How many children in your class...Are classified as Gifted and Talented? Are participating in a Gifted and Talented program?	ECLS-K	Classroom characteristics: number of gifted and talented	TQ3
8		A6	How many children in your class...Are tardy on an average day? Are absent on an average day?	ECLS-K	Students tardy or absent	TQ2
9		A7	How many children in your class are below grade level, about on grade level, or above grade level in each of the following subjects?	ECLS-K	Students above or below grade level in reading/math	TQ3
10		A8	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
11		A9	Items asking the percentage of the students in the classroom who demonstrate behaviors or characteristics that either disrupt or create a challenging learning environment. Items not included due to copyright restrictions (4 items total).	New. From Abry, Swanson, & Fabes (2012)	Classroom climate (student difficulties)	TQ2

App D Spring 3rd TQA (Class)

	A	B	C	D	E	F
12		A10	How many children in your class have a diagnosed disability?	ECLS-K	Number of students with disabilities	TQ3
13		A11	Do you have any children who are English language learners in your class? (English language learners are children <u>whose native language is one other than English</u> 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
14		A12	How many English language learners (ELLs) do you have in your class?	ECLS-K	Number of English language learners	TQ3
15		A13	Which languages are spoken by you or any other teacher or aide to the ELL children in your class for academic instruction, instructional support, or conversation?	ECLS-K	Languages used in the classroom	TQ3
16	Class Organization and Resources	B1	During a typical day, how much time per day would you estimate that you spend on classroom discipline and handling disruptive behavior?	ECLS-K	Time spent on discipline	TQ1
17		B2	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
18		B3	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
19		B4	How often do the children in your class go to the school library or media center?	ECLS-K	Visit library and borrow materials, frequency	TQ1
20		B5	How many days a week do children have recess?	ECLS-K	Class activities (outside of class)/ recess	TQ1

App D Spring 3rd TQA (Class)

	A	B	C	D	E	F
21		B6	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
22		B7	In a typical day, how much time do children in your class spend in the following activities?	ECLS-K	Use of class time (outside of class)/ lunch, recess	TQ1
23		B8	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
24		B9	How frequently do you or your students use computers or the following electronic devices for instructional purposes? Please include any desktop, laptop, or other computer-type devices.	ECLS-K	Availability, use, and adequacy of materials	TQ1
25		B10	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
26		B11	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
27	Parent Involvement	C1	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	Parent-teacher conferences	TQ5
28		C2	What percentage of children in your class have parents who participate in the following activities?	ECLS-K	Parent involvement in school	TQ5
29	Evaluation and Grading Practices	D1	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
30		D2	How often do you use a formal assessment in READING for the following purposes?	ECLS-K:2011 Grade 1	Response to Intervention-related policies and practices	TQ8

App D Spring 3rd TQA (Class)

	A	B	C	D	E	F
31		D3	How often do you use a formal assessment in MATH for the following purposes?	ECLS-K:2011 Grade 1	Response to Intervention-related policies and practices	TQ8
32	School and Staff Activities	E1	Did you participate in any professional development* within the last 12 months	ECLS-K:2011 Grade 1	Professional development activities	TQ4
33		E2	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
34		E3	Have you received support from any of the following staff members during the current academic year?	ECLS-K:11 Grade 1	Response to Intervention-related policies and practices	TQ8
35	Views on School Climate and School Environment	F1	Please indicate the extent to which you agree or disagree with each of the following statements about your school.	ECLS-K	School climate	TQ4
36		F2	To what extent do you agree or disagree with the following statements?	ECLS-K	Teacher's sense of efficacy; Job satisfaction	TQ4
37		F3	To what extent do you agree or disagree with the following statements?	ECLS-K	Teacher's sense of efficacy; Job satisfaction	TQ4
38		F4	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
39		F5	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
40	Teacher Background	G1	What is your gender?	ECLS-K	Teacher demographic information	TQ4
41		G2	In what year were you born?	ECLS-K	Teacher demographic information	TQ4
42		G3	Are you Hispanic or Latino?	ECLS-K	Teacher demographic information	TQ4

App D Spring 3rd TQA (Class)

	A	B	C	D	E	F
43		G4	Which best describes your race?	ECLS-K	Teacher demographic information	TQ4
44		G5	What is the highest level of education you have completed?	ECLS-K	Teacher's education	TQ4
45		G6	Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?	ECLS-K	Teaching experience, by school and grade	TQ4
46		G7	Counting this school year, how many years have you been a school teacher, including years in which you taught part-time?	ECLS-K	Teaching experience, by school and grade	TQ4
47		G8	Is this school year the first year you have taught in this school?	New	Number of years teaching in current school	TQ4
48		G9	If you have an associate's or bachelor's degree, indicate your undergraduate major field of study.	ECLS-K	Teacher's education: major field of study	TQ4
49		G10	If you have a graduate degree, indicate the major field of study of your highest level graduate degree.	ECLS-K	Teacher's education: major field of study	TQ4
50		G11	Have you ever taken a college course that addressed issues related to the following?	ECLS-K:2011 Grade 1	Teacher's education: coursework	TQ4
51		G12	Which of the following describes the teaching certificate you currently hold in THIS state?	ECLS-K	Type of teaching certification held	TQ4
52		G13	Date questionnaire completed			

Spring Third-Grade General Classroom Teacher Subject-Level Questionnaire, Appendix D

Section	Item #	Item Stem	Source	Construct	Research Question
Reading and Language Arts Instruction	A1	<u>From the first day of school until today</u> , please indicate how many days each of the following READING skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.	ECLS-K, updated to reflect "Common Core State Standards," corestandards.org	Time spent on specific activities and skills in reading/language arts	TQ1
Mathematics Instruction	B1	<u>From the first day of school until today</u> , 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 State Standards," corestandards.org	Time spent on specific activities and skills in mathematics	TQ1
Science Instruction	C1	<u>From the first day of school until today</u> , 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	Skills taught in science	TQ1
	C2	<u>For this school year as a whole</u> , please indicate if each of the following SCIENCE topics or skills is taught in your class either in your class in its own unit or lesson or as part of a unit/lesson on a different topic.	ECLS-K, updated to reflect "Next Generation Science Standards," NSTA.org	Topics taught in science	TQ1
Social Studies Instruction	D1	<u>For this school year as a whole</u> , please indicate if each of the following SOCIAL STUDIES topics or skills is taught in your class either in your class in its own unit or lesson or as part of a unit/lesson on a different topic.	ECLS-K	Topics taught in social studies	TQ1

	A	B	C	D	E	F
1	Spring Third-Grade General Classroom Teacher Child-Level Questionnaire, Appendix D					
2	Section	Item #	Item Stem	Source	Construct	Research Question
3	Social Skills	A1-A26	Items not included due to copyright restrictions (26 items total)	SSRS Elementary Scale A; ECLS-K	Social skills and approaches to learning	TQ7
4	Classroom Behaviors Questionnaire	B1-B13	Items not included due to copyright restrictions (13 items total)	TMCQ	Social skills and approaches to learning	TQ7
5	Student-Teacher Interactions	C1-C15	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
6	Peer Relationships	D1-D9	Items asking how often certain statements related to the child's relationships with peers apply to the child. Items not included due to copyright restrictions (9 items total)	New. The Child Behavior Scale. Gary W. Ladd (2010)	Peer acceptance/exclusion	TQ7
7		D10 a/b/c/d	During this school year, how often have <u>other students</u> ... a. Teased, made fun of, or called this student names? b. Pushed, shoved, slapped, hit, or kicked this student? c. Told lies or untrue stories about this student? d. Intentionally excluded or left this student out from playing with them?	Source: Adapted from Espelage and Holt (2001).	Target of victimization by other students	TQ7
8		D11 a/b/c/d	During this school year, how often has <u>this student</u> ... a. Teased, made fun of, or called other students names? b. Pushed, shoved, slapped, hit, or kicked other students? c. Told lies or untrue stories about other students? d. Intentionally excluded or left other students out from playing with them?	Source: Adapted from Espelage and Holt (2001).	Victimization of other students by this student	TQ7
9	Student Information	E1	How long has this child been in your classroom this school year?	ECLS-K	Family mobility	TQ3
10		E2	Please indicate the total number of absences for this child for the current school year.	ECLS-K	Attendance	TQ3; TQ7
11		E3	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	Receipt of remedial or gifted services	TQ3; TQ7

App D Spring 3rd TQC (Child)

	A	B	C	D	E	F
12			E4 Is English this child's native language?	ECLS-K	Native language other than English	TQ3; TQ7
13			E5 Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?	ECLS-K	Receipt of instruction for English language learners	TQ3; TQ7
14			E6 Would you say the instruction this child receives is primarily ...	Adapted from the "Types of language instruction educational programs," provided by the National Clearinghouse for English Language Acquisition.	Receipt of instruction for English language learners	TQ3; TQ7
15			E7 How <u>often</u> does this child usually receive specialized language instruction of the following program types?	ECLS-K	Receipt of instruction for English language learners	TQ3; TQ7
16			E8 On the days when this child receives specialized language instruction, for how much time does he/she receive instruction of the following program types?	ECLS-K	Receipt of instruction for English language learners	TQ3; TQ7
17			E9 During this school year, how often is this child's <u>academic instruction</u> provided in his/her native language?	ECLS-K	Receipt of instruction for English language learners	TQ3; TQ7
18			E10 Does this child have an IEP on record with the school?	ECLS-K	IEP status	TQ3; TQ7
19			E11 Does this child receive instruction in any of the following types of programs in your school?	ECLS-K	Receipt of special education services	TQ3; TQ7
20			E12 During <i>structured</i> play time, how does this child compare with other children in the class in terms of physical activity?	ECLS-K	Comparison to peers: physical activity	TQ7
21			E13 During <i>unstructured</i> play time, how does this child compare with other children in the class in terms of physical activity?	ECLS-K	Comparison to peers: physical activity	TQ7
22			E14 Overall, how would you rate this child's academic skills in each of the following areas, based on curriculum standards for his/her current grade level?	ECLS-K	Comparison to peers: academic skills for current grade level	TQ7

App D Spring 3rd TQC (Child)

	A	B	C	D	E	F
23		E15 a/b/c/d	Items asking how often the child has had problems with four behaviors related to working memory over the past 6 months. Items not included due to copyright restrictions (4 items total).	New. BRIEF-Behavior Rating Inventory of Executive Function	Working memory (an aspect of executive function)	TQ7
24		E16	How often does this child work to the best of his/her ability?	ECLS-K	Working to the best of one's ability	TQ7
25		E17	How many instructional groups based on achievement or ability levels in READING do you currently have in this child's class?	ECLS-K	Use of achievement grouping: Reading	TQ1; TQ3
26		E18	In which reading instructional group is this child currently placed?	ECLS-K	Placement in achievement grouping: Reading	TQ7
27		E19	How many instructional groups based on achievement or ability levels in MATHEMATICS do you currently have in this child's class?	ECLS-K	Use of achievement grouping: Math	TQ1; TQ3
28		E20	In which mathematics instructional group is this child currently placed?	ECLS-K	Placement in achievement grouping: Math	TQ7
29		E21	How involved at the school would you say this child's parents/guardians are?	ECLS-K	Parent involvement in school activities	TQ5
30		E22	Are you this child's primary teacher in the following subject areas?	ECLS-K	N/A	N/A
31		E23	Date questionnaire completed			

	A	B	C	D	E
1	Spring Third-Grade Special Education Teacher Teacher-Level Questionnaire, Appendix E				
2	Item #	Item Stem	Source	Construct	Research Question
3	1	What is your gender?	ECLS-K	Teacher demographic information	SEQ4
4	2	In what year were you born?	ECLS-K	Teacher demographic information	SEQ4
5	3	Are you Hispanic or Latino?	ECLS-K	Teacher demographic information	SEQ4
6	4	Which best describes your race?	ECLS-K	Teacher demographic information	SEQ4
7	5	What is the highest level of education you have completed?	ECLS-K	Teacher's education	SEQ4
8	6	Is this school year the first year you have taught at this school?	New	Number of years teaching in current school	TQ4
9	7	Counting this school year, how many <u>total</u> years have you been working with children receiving special education or related services, including years in which you worked part time?	ECLS-K	Teaching experience in special education	SEQ4
10	8	Counting this school year, how many <u>total</u> years have you been working with children in any school, including years in which you worked part time? 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
11	9	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
12	10	Have you taken the exam for National Board for Professional Teaching Standards certification?	ECLS-K	Teaching certification, credentials, and licenses	SEQ4
13	11	Have you ever taken a college course in the following areas?	ECLS-K	Teacher's education	SEQ4

App E Spring 3rd SpEd SPA

	A	B	C	D	E
14	12	Have you ever taken a college course that addressed issues related to the following?	ECLS-K:2011 Grade 1	Teacher's education	SEQ4
15	13	Which of the following best describes your current position in this school?	ECLS-K	Teaching position and assignment	SEQ4
16	14	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
17	15	During this school year, where have you worked with children with IEPs?	ECLS-K	Locations in which teacher delivers services	SEQ1, SEQ3, SEQ5
18	16	Please indicate the extent to which you agree or disagree with each of the following statements.	ECLS-K	Teacher's sense of efficacy; Job satisfaction	SEQ4
19	17	During the school year, how many children with IEPs have you worked with or provided services for, on average, each <u>week</u> ? (Include children you work with directly, as well as children for whom you consult with the general education teacher and/or another special education teacher service provider?)	ECLS-K	Teaching student caseload	SEQ4, SEQ5
20	18	Date Questionnaire Completed			

	A	B	C	D	E
1	Spring Third-Grade Special Education Teacher Child-Level Questionnaire, Appendix E				
2	Item #	Item Stem	Source	Construct	Research Question
3		Is this child currently receiving gifted/talented services through an IEP, or has the child received such services during this school year? 1	ECLS-K	Child's receipt of services: gifted/talented	SEQ1
4		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? 2	ECLS-K	Child's receipt of services: special education	SEQ1
5		In what capacity or capacities do you teach or provide services to this child? 3	ECLS-K	Type of special education services	SEQ1
6		When was this child first determined eligible for special education or related services? 4	ECLS-K	Length of diagnosis and services	SEQ7
7		Is this the first school year that the child has been receiving special education services? 5	ECLS-K	Age/Grade of first IEP and services for child	SEQ7
8		When did this child first start receiving special education or related services? 6	ECLS-K	Age/Grade of first IEP and services for child	SEQ7
9		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? 7	ECLS-K	Transition activities	SEQ7
10		To what extent did you communicate with the person(s) who provided special education for this child last year? 8	ECLS-K	Transition activities	SEQ1
11		Have you reviewed this child's records related to special education services provided before this school year? 9	ECLS-K	Transition activities	SEQ1
12		What is this child's <u>primary</u> disability as identified on the child's IEP? 10	ECLS-K	Child's disability	SEQ2
13		During this school year, for which of the following disabilities has this child received special education or related services, whether for the child's primary disability or another of his/her disabilities? 11	ECLS-K	Child's disability	SEQ2

	A	B	C	D	E
1	Spring Third-Grade Special Education Teacher Child-Level Questionnaire, Appendix E				
2	Item #	Item Stem	Source	Construct	Research Question
14	12	During this school year, 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
15	13	During this school year, which of the following describe(s) the IEP goals for this child?	ECLS-K	IEP goals	SEQ5
16	14	During this school year, which of the following related services have been provided through the school to this child?	ECLS-K	Type of special education services	SEQ1, SEQ2
17	15	During this school year, has this child received any of the following?	ECLS-K	Type of special education services	SEQ1, SEQ2
18	16	During this school year, has this child's primary placement been a general education classroom?	ECLS-K	Child's classroom placement	SEQ3, SEQ5
19	17	During this school year, 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?	ECLS-K	Frequency of special education services	SEQ1
20	18	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	Frequency of special education services: outside general education classroom	SEQ1
21	19	During this school year, 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
22	20	During this school year, which of the following <u>best</u> describes the curriculum materials used with this child in the <u>general education</u> classroom?	ECLS-K	Teaching methods and materials	SEQ1, SEQ2

	A	B	C	D	E
1	Spring Third-Grade Special Education Teacher Child-Level Questionnaire, Appendix E				
2	Item #	Item Stem	Source	Construct	Research Question
23	21	During this school year, which of the following <u>best</u> describes the curriculum materials used with this child in the <u>special education</u> classroom/program?	ECLS-K	Teaching methods and materials	SEQ1, SEQ2
24	22	During this school year, which of the following assistive technologies and devices has this child used?	ECLS-K	Teaching methods and materials: assistive technology	SEQ1, SEQ2
25	23	Does this child have a computer, laptop, or word processing device assigned to him/her for use full time this school year?	ECLS-K	Teaching methods and materials: assistive technology	SEQ2, SEQ5
26	24	During this school year, on average, how often have you met with general education teacher(s) to discuss this child's program or progress?	ECLS-K	Staff communication	SEQ5, SEQ7
27	25	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	SEQ5, SEQ7
28	26	During this school year, approximately how often have you communicated with this child's parents about this child's program or progress (by phone, in person, or in writing, including e-mail)?	ECLS-K	Parent communication	SEQ6
29	27	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
30	28	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
31	29	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

	A	B	C	D	E
1	Spring Third-Grade Special Education Teacher Child-Level Questionnaire, Appendix E				
2	Item #	Item Stem	Source	Construct	Research Question
32	30	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
33	31	During this school year, to what extent has this child participated in any grade-level assessment administered as part of the school's testing program?	ECLS-K	Participation in assessment	TQ3, SEQ5
34	32	Did this child receive special accommodations to participate in the school's regular testing or assessment program this school year?	ECLS-K	Participation in assessment: special accommodations	TQ3, SEQ5
35	33	In which grade is this child enrolled?	ECLS-K	Current grade level	N/A
36	34	Date Questionnaire Completed			

	A	B	C	D	E	F
1	Spring Third-Grade School Administrator Questionnaire For Continuing Schools, Appendix F					
2	Section	Item #	Item Stem	Source	Construct	Research Question
3	School Characteristics	A1	How many instructional days will this school provide during this academic year?	ECLS-K	Length of school year	SAQ1
4		A2	School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING.	ECLS-K	Enrollment and attendance	SAQ2
5		A3	Approximately what is the <u>Average Daily Attendance</u> for your school this year?	ECLS-K	Enrollment and attendance	SAQ7
6		A4	About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?	ECLS-K	Student demographic information: indicator of poverty	SAQ2
7	School-Family-Community Connections	B1	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
8		B2	Indicate how much you agree or disagree with the following statements about the school's community and parents.	ECLS-K	Parent involvement	SAQ3
9		B3	To the best of your knowledge how often do the following types of problems occur at your school?	ECLS-K	School safety	SAQ7
10		B4	Does your school take any of the following measures to ensure the safety of children?		Measures taken to ensure school safety	SAQ7
11		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
12		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

App F Spring 3rd School Adm B

	A	B	C	D	E	F
13		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
14	School Policies and Practices	C1	How many <u>second-grade children</u> were retained at their current grade level last school year?	ECLS-K	Retention policies and practices	SAQ2
15		C2	How many <u>third-grade children</u> were retained at their current grade level last school year?	ECLS-K	Retention policies and practices	SAQ2
16		C3	Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school?	Adapted from FRSS 99 Dropout Prevention Services and Programs survey	Response to Intervention-related policies and practices	SAQ9
17		C4	For each of the following statements about READING and MATH, indicate how strongly you agree or disagree.	Adapted from WA (RTI) and HB 2136: Spring 2010	Response to Intervention-related policies and practices	SAQ9
18		C5	Is Response to Intervention (RtI) currently used at your school in <u>third grade</u> , either partially or fully implemented?	Adapted from IDEA national Assessment Implementation Study (LEA)	Response to Intervention-related policies and practices	SAQ9

	A	B	C	D	E	F
19		C6	Is RtI currently implemented at your school in <u>third grade</u> in the following areas?	Adapted from IDEA national Assessment Implementation Study (LEA)	Response to Intervention-related policies and practices	SAQ9
20		C7	Approximately how many years ago did your school begin implementing RtI in <u>third grade</u> in any subject?	New	Response to Intervention-related policies and practices	SAQ9
21		C8	For the 2013-2014 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
22	School Programs for Particular Populations	D1	Do any of the children in this school come from a home where a language other than English is spoken?	ECLS-K	Student demographic information: language other than English	SAQ2
23		D2	What percentage of children in this school and in <u>third grade</u> are English language learners (ELL)?	ECLS-K	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2
24	Children with Special Needs	D3	Since the beginning of this school year (2013-2014), 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)	Evaluation for IEP	SAQ9

	A	B	C	D	E	F
25		D4	Of those students who have been NEWLY evaluated at your school this school year (2013-2014), 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)	Special education eligibility	SAQ9
26		D5	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)	Special education eligibility	SAQ9
27		D6	Approximately what percentage of your <u>third-graders</u> are in each of the following instructional programs?	ECLS-K	Delivery of special education and related services to children with disabilities	SAQ4
28	Federal Programs: Title I, Adequate Yearly Progress, and Title III	E1	Did your school receive Federal Title I funds for this school year?	ECLS-K	Services and programs: Title I	SAQ2
29		E2	Is your school operating a Title I targeted assistance or schoolwide program?	ECLS-K	Services and programs: Title I	SAQ4
30	Title III Funding and Programs	E3	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	Services and programs: Title III	SAQ2
31	Staffing and Teacher Characteristics	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

App F Spring 3rd School Adm B

	A	B	C	D	E	F
32		F2	Does your school currently have any staff members (full- or part-time) in the following categories?		Numbers of full- and part-time teachers, specialists, nurses, and paraprofessionals	SAQ2
33		F3	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
34		F4	Please indicate the number of regular classroom teachers who have joined or left your school since October 1, 2013.	ECLS-K	Teacher mobility	SAQ2
35		F5	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	Teacher Incentives	SAQ2
36		F6	If a person other than the school administrator has completed the previous sections, please write in the name and title of the person who completed the majority of the sections.	ECLS-K	N/A (respondent's name)	
37		F7	How long has the individual listed above been employed at this school?	ECLS-K	N/A	
38	School Administrator Characteristics	G1	What is your gender?	ECLS-K	School administrator demographic information	SAQ8
39		G2	In what year were you born?	ECLS-K	School administrator demographic information	SAQ8

App F Spring 3rd School Adm B

	A	B	C	D	E	F
40		G3	Are you Hispanic or Latino?	ECLS-K	School administrator demographic information	SAQ8
41		G4	Which best describes your race?	ECLS-K	School administrator demographic information	SAQ8
42		G5	How many years of experience do you have in each of the following positions, including years in which you worked part-time)?	ECLS-K	School administrator's experience	SAQ8
43		G6	Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator?	ECLS-K:2011, Grade K	School administrator's formal education and training	SAQ8
44		G7	What is the highest level of education you have completed?	ECLS-K	School administrator's formal education and training	SAQ8
45		G8	What was your major field(s) of study in the highest degree you completed?	ECLS-K	School administrator's formal education and training	SAQ8
46		G9	What is your best estimate of the number of children in your school you know by name?	ECLS-K	School administrator's familiarity with students	SAQ8
47		G10	During school hours, do you speak a language other than English with students at your school whose native language is not English?	ECLS-K	School administrator's use of a non-English language	SAQ8
48		G11	Do you speak a language other than English with students' families whose native language is not English?	ECLS-K	School administrator's use of a non-English language	SAQ8

App F Spring 3rd School Adm B

	A	B	C	D	E	F
49		G12	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	School administrator's use of a non-English language	SAQ8
50		G13	What language(s) other than English do you speak with students at your school or with their families?	ECLS-K	School administrator's use of a non-English language	SAQ8
51		G14	Date questionnaire completed/Questionnaire completed by			