

	A	B	C
1	<p>This file contains a listing of every question asked of study children, parents, reading, math, and science teachers, special education teachers, and school administrators in the spring fourth 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 4th Child Quex		Spring Fourth-Grade Child Questionnaire, Appendix A
5	App B Spring 4th Parent Interview		Spring Fourth-Grade Parent Interview, Appendix B
6	App C Spring 4th TQ		Spring Fourth-Grade Teacher Questionnaire, Appendix C
7	App D Spring 4th Reading TQC		Spring Fourth-Grade Reading and Language Arts Teacher Questionnaire, Appendix D
8	App D Spring 4th Math TQC		Spring Fourth-Grade Mathematics Teacher Questionnaire, Appendix D
9	App D Spring 4th Science TQC		Spring Fourth-Grade Science Teacher Questionnaire, Appendix D
10	App E Spring 4th SpEd A		Spring Fourth-Grade Special Education Teacher Questionnaire A, Appendix E
11	App E Spring 4th SpEd B		Spring Fourth-Grade Special Education Teacher Questionnaire B, Appendix E
12	App F Spring 4th School Adm A		Spring Fourth-Grade School Administrator Questionnaire A, Appendix F
13	App F Spring 4th School Adm B		Spring Fourth-Grade School Administrator Questionnaire B, Appendix F

Spring Fourth-Grade Child Questionnaire

Section	Item #
Introduction	CLQ400
	CLQ401
	CLQ402

	CLQ403
School Liking	CLQ405
	CLQ410
	CLQ415
	CLQ420
	CLQ425
Peer Relationships	CLQ430
	CLQ435, 450, 470

	CLQ440
	CLQ445
	CLQ455
	CLQ460
	CLQ465
	CLQ475
	CLQ480
	CLQ485

	CLQ486
	CLQ487
	CLQ488
	CLQ489
Media Usage	CLQ490
	CLQ495

	CLQ500
Pet Relationships	CLQ505
	CLQ510
	CLQ515
	CLQ520
	CLQ525
	CLQ530

	CLQ535
	CLQ540
	CLQ545
	CLQ547
	CLQ549
	CLQ550
	CLQ555

3, Appendix H

Item Stem

PLUG HEADPHONES INTO THE COMPUTER. POSITION LAPTOP IN FRONT OF THE CHILD.

Now, you are going to use the computer to tell us a little more about yourself. The computer will read some sentences while you listen on the headphones. [HOLD UP HEADPHONES]

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]

You can change the volume by pressing this button [POINT TO THE RIGHT BUTTON ABOVE STICKER] to make it louder and this button [POINT TO THE LEFT BUTTON ABOVE STICKER] to make it softer. If you don't want the questions and answers read to you, just turn the volume all the way down.

SHOW THE CHILD HOW TO ADJUST THE SIZE OF THE HEADPHONES.

Okay, go ahead and put these headphones on and adjust them so they fit. Then, you will hear directions about what to do.

TURN LAPTOP AROUND. ROTATE LAPTOP SCREEN TO FACE THE CHILD.

Hello. Before you begin, please change the volume if this voice is too loud or too soft.

In a minute, sentences will appear on the screen, and they will be read to you along with a list of answers. 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.

To choose your answer, just touch it on the computer screen. You don't have to wait for the computer to finish reading all the answers before you choose your answer.

If you want to change your answer, touch the "ERASE" button and then touch the new answer you want to pick.

If you want to go back and change an answer, touch the "BACK" button to move to earlier screens.

If you have any questions, or if you need help adjusting the volume or the size of your headphones, please ask for help now.

When you're ready to move on, please touch the "NEXT" button to move to the next screen.

Now let's practice. Touch the answer that best describes you, and then touch the "NEXT" button.

How often do you watch TV?

Great, thanks for practicing.
One last thing before you begin. If there is a question you do not want to answer, just touch the "NEXT" button to skip over it. If you touch the "NEXT" button without answering, the computer will ask you if you want to skip the question, just make sure you didn't skip the question by accident.
Please touch the "NEXT" button to move to the next screen.

Think about yourself and your experiences this school year. How often do the following things happen?

I try hard to do well in school.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

In class, I work as hard as I can.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

When I'm in class, I participate in class discussions.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

I pay attention in class.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

When I'm in class, I listen very carefully.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Kids in my class make me feel better if I'm having a bad day.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Social Distress. Items not included due to copyright restrictions (3 items total)
question.

I feel lonely at school.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Kids in my class let me play with them.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

I feel left out at school.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Kids in my class make me feel happy.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Kids in my class would help me if I hurt myself on the playground.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Kids in my class tell me that I'm their friend.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

I feel alone at school.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Kids in my class would help me if other kids were being mean to me.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Next, please think about experiences that you have had with other students.

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.

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.

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.

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.

How often do you send texts, messages, or emails using an app, cell phone, computer, iPad or tablet, or other electronic device?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Does your family have rules about who you can send texts, messages, or emails to?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Does your family have rules about when you can send texts, messages, or emails?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Do you have a pet?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Have you ever had a pet?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

How old were you when you got your first pet? If you can't remember exactly how old you were, please take your best guess.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

How many pets do you have right now?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

What kind of {pet/pets} do you have? You can choose more than one answer if you have more than one pet.

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Do you have a favorite pet?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Which pet is your favorite pet?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

How often do you spend time playing with {your pet/your favorite pet/any of your pets}?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

How often do you have {your pet/your favorite pet/any of your pets} near you when you do homework, study, read, or watch TV?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

When you feel bad or sad, how often do you go to {your pet/your favorite pet/any of your pets} to help you feel better?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Do you consider {your pet/your favorite pet/any of your pets} to be {a member/members} of your family?

Please pick an answer and then touch the "NEXT" button or just touch the "NEXT" button to skip this question.

Thank you for working with me. You are done answering questions on the computer. Please take off the headphones now.

TAKE THE HEADPHONES FROM THE CHILD. UNPLUG HEADPHONES FROM COMPUTER.
TAKE THE LAPTOP FROM THE CHILD AND PLACE THE LAPTOP DIRECTLY IN FRONT OF YOU.
SAY: Thank you. Now we are going to do something else.
TOUCH THE "NEXT" BUTTON TO CONTINUE.

Source	Construct	Research Question
ECLS-K:2011 3rd Grade CQ (modified)	Introduction	NA
ECLS-K:2011 3rd Grade CQ (modified)	Introduction	NA
ECLS-K:2011 3rd Grade CQ (modified)	Introduction	NA

	Introduction	NA
ECLS-K:2011 3rd Grade CQ (modified)		
Skinner, Ellen A., Kindermann, T. A., and Furrer, C. J. (In press).	Behavior engagement	C1
Skinner, Ellen A., Kindermann, T. A., and Furrer, C. J. (In press).	Behavior engagement	C1
Skinner, Ellen A., Kindermann, T. A., and Furrer, C. J. (In press).	Behavior engagement	C1
Skinner, Ellen A., Kindermann, T. A., and Furrer, C. J. (In press).	Behavior engagement	C1
Skinner, Ellen A., Kindermann, T. A., and Furrer, C. J. (In press).	Behavior engagement	C1
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2
LaGreca and Stone (1993) Also used in ECLS-K:2011 Spring 3rd grade CQ	Social distress	C2, C3

Parker, J. G. and Asher, S. R. (1993).	Loneliness	C2, C3
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2
Parker, J. G. and Asher, S. R. (1993).	Loneliness	C2, C3
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2
Parker, J. G. and Asher, S. R. (1993).	Loneliness	C2, C3
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2

<p>Espelage and Holt (2001) (modified)</p> <p>Also used in ECLS-K:2011 Spring 3rd grade CQ</p>	<p>Peer victimization</p>	<p>C4</p>
<p>Espelage and Holt (2001) (modified)</p> <p>Also used in ECLS-K:2011 Spring 3rd grade CQ</p>	<p>Peer victimization</p>	<p>C4</p>
<p>Espelage and Holt (2001) (modified)</p> <p>Also used in ECLS-K:2011 Spring 3rd grade CQ</p>	<p>Peer victimization</p>	<p>C4</p>
<p>Espelage and Holt (2001) (modified)</p> <p>Also used in ECLS-K:2011 Spring 3rd grade CQ</p>	<p>Peer victimization</p>	<p>C4</p>
<p>Adapted from the PEW September Tracking Survey (2009) (modified)</p>	<p>Media usage</p>	<p>C5</p>
<p>ECLS</p>	<p>Media usage</p>	<p>C5</p>

ECLS	Media usage	C5
	Pet relationships	C6
Adapted from CENSHARE Pet Attachm		
	Pet relationships	C6
Adapted from CENSHARE Pet Attachm		
	Pet relationships	C6
Adapted from CENSHARE Pet Attachm		
	Pet relationships	C6
Adapted from CENSHARE Pet Attachm		
Adapted from Lexington Attachment to Pets Scale (LAPS) (John, Garrity, & Stallones 19922)	Pet relationships	C6
	Pet relationships	C6
Adapted from CENSHARE Pet Attachm		

Adapted from CENSHARE Pet Attachm	Pet relationships	C6
Adapted from CENSHARE Pet Attachm	Pet relationships	C6
Adapted from CENSHARE Pet Attachm	Pet relationships	C6
Adapted from CENSHARE Pet Attachm	Pet relationships	C6
Adapted from CENSHARE Pet Attachm	Pet relationships	C6
ECLS-K:2011 3rd Grade CQ (modified)	Closing	NA
ECLS-K:2011 3rd Grade CQ (modified)	Closing	NA

	A	B	C	D	E	F
1	Spring Fourth-Grade Parent Interview, Appendix H					
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/In the spring of 2014}, 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/In the spring of 2014}, 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		PIQ.130	<p>Now I'd like to ask you about {CHILD}'s school.</p> <p>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?</p>	ECLS-K	Parent participation in school activities	PQ5
23		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

	A	B	C	D	E	F
24		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
25		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
26		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
27		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
28		PIQ.495	Do you {or your spouse/partner} use a computer or any other electronic device to communicate with or get information from {CHILD}'s school?	ELS:2002 (modified)	Parent involvement online	PQ5
29		PIQ.496a/b/c	How often do you {or your spouse/partner} use a computer or any other electronic device in the following ways? Would you say never, less than once a year, once or twice a year, several times a year, at least once a month, or weekly? a. To communicate with {CHILD}'s teachers and administrative staff by email about {CHILD}, for example, about how {he/she} is performing, or about absences or tardiness? b. To find out about homework and other school assignments and projects? c. To find out about {CHILD}'s grades?	ELS:2002 (modified)	Parent involvement online	PQ5
30		PIQ.510	How often does {CHILD} do homework at home? Would you say... Never, Less than once a week, 1 to 2 times a week, 3 to 4 times a week, or 5 or more times a week?	ECLS-K	Frequency child does homework at home	PQ4, PQ5

	A	B	C	D	E	F
31		PIQ.520	During this school year, how often did you or someone else help {CHILD} with {CHILD}'s homework? Would you say... Never, Less than once a week, 1 to 2 times a week, 3 to 4 times a week, or 5 or more times a week?	ECLS-K:2011	Homework monitoring by parents	PQ4, PQ5
32		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
33		PIQ.560	Now I would like to ask you about {his/her} grades during this school year. Overall, across all subjects {he/she} takes at school, does {he/she} get... Mostly A's, Mostly B's, Mostly C's, Mostly D's and lower, or Does {his/her} school not give those grades?	NHES	Grades received at school	PQ1, PQ2
34		PIQ.570	Would you describe {CHILD}'s work at school as... Excellent, Above average, Average, Below average, or Failing?	NHES	Grades received at school	PQ1, PQ2
35		PIQ.585	How often would you say that {CHILD}... a. Makes up reasons to stay home from school? b. Seems to dread going to school? c. Becomes upset when it's time to go to school in the morning? d. Asks to stay home from school? e. Complains about going to school? Would you say almost never, rarely, sometimes, a lot, or almost always?	The School Liking and Avoidance Questionnaire (SLAQ)	School avoidance	PQ1, PQ2
36	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
37		FSQ.015/0150S	Why is {NAME} no longer living in this household?	ECLS-K	Household roster: former household member's status	PQ1, PQ3
38		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
39		FSQ.025	ENTER LAST NAME OF {NAME}.	ECLS-K	Household roster: current	PQ1, PQ3
40		FSQ.030	How old {are you/is {NAME}}?	ECLS-K	Household roster: current	PQ1, PQ3
41		FSQ.040	CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME} male or female?}	ECLS-K	Household roster: current	PQ1, PQ3
42		FSQ.045	CHECK HOUSEHOLD MATRIX.	ECLS-K	Household roster: current	PQ1, PQ3
43		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
44		FSQ.110	Do you have a spouse or partner who lives in this household?	ECLS-K	Marital status of the primary caretakers	PQ1, PQ3
45		FSQ.120	Who in the household is your spouse or partner?	ECLS-K	Marital status of the primary caretakers	PQ1, PQ3
46		FSQ.121	During our last interview with this household (or 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 respondent to child	PQ1, PQ3

	A	B	C	D	E	F
47		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 spouse/partner to child	PQ1, PQ3
48		FSQ.130	What is {your/{NAME}'s} relationship to {CHILD}?	ECLS-K	Relationship of household member to child	PQ1, PQ3
49		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	Relationship of household member to child	PQ1, PQ3
50		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	Relationship of household member to child	PQ1, PQ3

	A	B	C	D	E	F
51		FSQ.160	{Are you/Is {NAME}} {CHILD}'s... Full sister, Half sister, Step sister, Adoptive sister, or Foster sister?	ECLS-K	Relationship of household member to child	PQ1, PQ3
52		FSQ.170	{Are you/Is {NAME}} {CHILD}'s... Full brother, Half brother, Step brother, Adoptive brother, or Foster brother?	ECLS-K	Relationship of household member to child	PQ1, PQ3
53		FSQ.180/181	{Are you/Is {NAME}} {CHILD}'s... CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.	ECLS-K	Relationship of household member to child	PQ1, PQ3

	A	B	C	D	E	F
54		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
55		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
56		FSQ.196a	Though we may have asked you about {CHILD}'s ethnicity and race 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
57		FSQ.196b	Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin? Is {he/she}... Mexican, Mexican American or Chicano, Puerto Rican, Cuban, or Other Spanish/Hispanic/Latino group?	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
58		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

	A	B	C	D	E	F
59		FSQ.197b	Which of the following Asian groups best describes {CHILD}'s origin? Is {he/she}... Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Hmong, or Other Asian?	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
60		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
61		FSQ.198b	Which of the following Pacific Islander groups best describes {CHILD}'s origin? Is {he/she}... Native Hawaiian, Guamanian or Chamorro, Samoan, or Other Pacific Islander?	ECLS-K	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)	PQ1, PQ3
62		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
63		FSQ.200b	See matrix.	ECLS-K	Marital status of the primary caretakers	NA
64	Home Environment, Activities, and Cognitive Stimulation	HEQ.010a/b/c/d/ e/f	Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical <u>week</u> , how often do you or any other family members do the following things with {CHILD}? a. Tell stories to {CHILD}? b. Help {CHILD} to do arts and crafts? c. Play games or do puzzles with {CHILD}? d. Talk about nature or do science projects with {CHILD}? e. Play a sport or exercise together? f. Practice reading, writing or working with numbers? Would you say not at all, once or twice a week, 3-6 times a week, or every day?	ECLS-K:2011	Frequency of home activities with child	PQ4, PQ5

	A	B	C	D	E	F
65		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
66		HEQ.215	Generally, how many minutes did {CHILD} read at each of these times?	ECLS-K	Frequency of reading activities with child	PQ2, PQ4
67		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
68		HEQ.226	Do you monitor how many hours {CHILD} spends online?	ECLS-K:2011	Parental monitoring child's use of electronic/computer devices	PQ4
69		HEQ.227	Do you monitor what {CHILD} looks at online, or what websites and accounts {CHILD} can join online? Include everything the child may look at online, such as websites, email, videos, movies, television shows, online games, chat rooms, and picture or social media sites such as Instagram, Vine, Snapchat, YouTube, Twitter, and Facebook.	ECLS-K:2011	Parental monitoring child's use of electronic/computer devices	PQ4

	A	B	C	D	E	F
70		HEQ.228	How many close friends does {CHILD} have?	Robert Crosnoe from the ECLS-K:2011 Technical Review Panel (TRP)	Child's friends	PQ1, PQ2
71		HEQ.229	What kind of influence is {CHILD}'s {best} friend? Would you say always a good influence, usually a good influence, neither a good nor a bad influence, usually a bad influence, or always a bad influence?	The National Longitudinal Study of Adolescent Health (Ad Health) (adapted)	Child's friends	PQ1, PQ2
72		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
73		HEQ.290/290OS	What is {CHILD} tutored in?	ECLS-K	Tutoring	PQ5
74		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
75		HEQ.301	Did {he/she} specifically learn about math, science, or technology in any of those academic activities?	High School Longitudinal Study of 2009 (HSLs:2009) (adapted)	Child activities outside of school hours: STEM related	PQ4
76		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
77		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
78		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
79		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
80		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

	A	B	C	D	E	F
81		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
82		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
83		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
84		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
85		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
86		HEQ.400	Now, I have a question about your neighborhood. How safe is it for children to play outside during the day in your neighborhood? Would you say it's... Not at all safe, Somewhat safe, or Very safe?	ECLS-K:2011	Neighborhood safety	PQ4
87		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
88	Social Skills, Problem Behaviors, and Approaches Toward Learning	SSQ020 a/b/c/d	(Copyrighted item) a. (copyrighted item) b. (copyrighted item) c. (copyrighted item) d. (copyrighted item)	Behavior Rating Inventory of Executive Function (BRIEF)	Child's working memory	PQ1, PQ2
89	Child Care	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
90		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

	A	B	C	D	E	F
91	Non-Resident Parents	NRQ.040	<p>The next questions are about {CHILD}'s contact with {his/her} {biological/adoptive} {father/mother}.</p> <p>[We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with {his/her} biological parents. Any information you can provide will be helpful.]</p> <p>How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}? Would you say...</p> <p>Less than one month, More than a month but less than a year, More than a year, or No contact since birth?</p>	ECLS-K (modified)	Current contact and nature of relationship with biological/adoptive parents no longer living in household	PQ1, PQ3, PQ4
92		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
93	Country of Origin for Non-Resident Biological Parents	COQ.005/OS	Now we'd like to ask {another question} about {CHILD}'s biological mother. {I know you mentioned that {CHILD}'s biological mother is deceased, and I am sorry for this loss. We understand that it may be hard to talk about those who are no longer living, but I was hoping I could ask a couple quick background questions about where she was from.} In what country was {his/her} biological mother born?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
94		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
95		COQ.020/OS	Now we'd like to ask {another question} about {CHILD}'s biological father. {I know you mentioned that {CHILD}'s biological father is deceased, and I am sorry for this loss. We understand that it may be hard to talk about those who are no longer living, but I was hoping I could ask a couple quick background questions about where he was from.} In what country was {his/her} biological father born?	ECLS-K	Country of origin for nonresident parents	PQ1, PQ3
96		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

	A	B	C	D	E	F
97		DWQ070a/b/c/d/e/f	<p>Now I am going to read some additional statements. 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.</p> <p>a. Even if I am really busy, I make time to listen to {CHILD}.</p> <p>b. I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}.</p> <p>c. I encourage {CHILD} to talk about {his/her} troubles.</p> <p>d. I encourage {CHILD} to tell me about {his/her} friends and activities.</p> <p>e. I encourage {CHILD} to express {his/her} opinions.</p> <p>f. When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore.</p>	ECLS-K	Parent-child relationship: communication	PQ4
98		DWQ.075	<p>How often do you argue with {CHILD}? Please include major arguments as well as minor arguments, such as over homework or chores. Would you say never, almost never, sometimes, often, or always?</p>	NCES	Time spent arguing with child	PQ4
99		DWQ077a/b/c	<p>The following are a number of statements about your family. Please tell me how often each typically occurs in your home.</p> <p>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?</p> <p>b. {CHILD} talks you out of being punished after {he/she} has done something wrong.</p> <p>c. You let {CHILD} out of punishment early, like lift restrictions earlier than you originally said?</p>	Short form of Alabama Parenting Questionnaire	Inconsistent Discipline	PQ4
100		DWQ.081a/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

	A	B	C	D	E	F
101	Child's Health and Well-Being	CHQ.010	Now we'd like to discuss {CHILD}'s health and well-being. How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?	ECLS-K:2011	Dental visits	PQ1, PQ2
102		CHQ.020	How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?	ECLS-K:2011	Doctor visits	PQ1, PQ2
103		CHQ.021	Has {CHILD} had an ear infection since last spring?	ECLS-K:2011 (modified)	Ear infections since last spring	PQ1, PQ2
104		CHQ.022	Has {CHILD} had an ear ache since last spring?	ECLS-K:2011 (modified)	Ear aches since last spring	PQ1, PQ2
105		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
106		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
107		CHQ.025	Since last spring, have ear tubes been 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 since last spring	PQ1, PQ2
108		CHQ.026	Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?	ECLS-K	Asthma	PQ1, PQ2
109		CHQ.027	Does {he/she} receive treatment for this condition?	ECLS-K	Asthma	PQ1, PQ2
110		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
111		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

	A	B	C	D	E	F
112		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
113		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
114		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
115		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
116		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
117		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
118		CHQ.110	Does {CHILD} have any emotional or psychological difficulties?	ECLS-K:2011	Emotional and psychological difficulties	PQ1, PQ2
119		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

	A	B	C	D	E	F
120		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
121		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
122		CHQ.125/125OS	What was the diagnosis or were the diagnoses?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
123		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
124		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/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/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
125		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
126		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

	A	B	C	D	E	F
127		CHQ.155	Is {CHILD} medicated for ADD or ADHD at school, at home, or both?	ECLS-K:2011	Prescription medications	PQ1, PQ2
128		CHQ.173	How long has {CHILD} taken such prescription medicine for the condition related to {his/her} {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/orthopedic impairment/ a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/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
129		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
130		CHQ.206e	Since last spring, has {CHILD} had a problem with stuttering?	ECLS-K:2011	Communication problems	PQ1, PQ2
131		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
132		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

	A	B	C	D	E	F
133		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
134		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
135		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
136		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
137		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
138		CHQ.221	Is {CHILD}'s hearing worse in one ear?	ECLS-K:2011	Hearing ability	PQ1, PQ2
139		CHQ.222	Which best describes {CHILD}'s hearing in {his/her} <u>worse</u> ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. 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

	A	B	C	D	E	F
140		CHQ.235	{Besides the ECLS-K:2011 hearing evaluation done for this study, {Since last spring, has/Since the spring of 2013, has/Since the fall of 2012, has/has}} / {Since last spring, has/Since the spring of 2013, 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
141		CHQ.245	Did you obtain a diagnosis of a problem from a professional?	ECLS-K	Diagnoses for hearing ability	PQ1, PQ2
142		CHQ.246/246OS	What was the diagnosis?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
143		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
144		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
145		CHQ.256a	Since last spring, has {CHILD} worn a hearing aid?	ECLS-K:2011	Use of hearing aid	PQ1, PQ2
146		CHQ.256b	Has {CHILD} ever worn a hearing aid?	ECLS-K:2011 (modified)	Use of hearing aid	PQ1, PQ2
147		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

	A	B	C	D	E	F
148		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
149		CHQ.259	Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s). {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.	ECLS-K:2011	Hearing ability: with hearing aid	PQ1, PQ2
150		CHQ.260	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s).] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.	ECLS-K:2011	Hearing ability: with hearing aid	PQ1, PQ2
151		CHQ.261	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s).] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.	ECLS-K:2011	Hearing ability: with hearing aid	PQ1, PQ2
152		CHQ.262	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} hearing aid(s).] {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} {better} ear.	ECLS-K:2011	Hearing ability: with hearing aid	PQ1, PQ2
153		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
154		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
155		CHQ.270	Does {CHILD} have a cochlear implant?	ECLS-K	Use of cochlear implant	PQ1, PQ2
156		CHQ.271	In what year was it implanted?	ECLS-K	Use of cochlear implant	PQ1, PQ2
157		CHQ.272a/b	How old was {CHILD} when it was implanted?	ECLS-K:2011	Use of cochlear implant	PQ1, PQ2
158		CHQ.273	In what years were they implanted?	ECLS-K	Use of cochlear implant	PQ1, PQ2
159		CHQ.274	[In what years were they implanted?]	ECLS-K	Use of cochlear implant	PQ1, PQ2
160		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
161		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

	A	B	C	D	E	F
162		CHQ.277	Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}</u> . {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
163		CHQ.278	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}</u> .]{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
164		CHQ.279	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}</u> .] {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
165		CHQ.280	[Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}</u> .] {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

	A	B	C	D	E	F
166		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
167		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
168		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
169		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
170		CHQ.301/301OS	What was the diagnosis?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
171		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
172		CHQ.310a/b	What was the month and year the diagnosis was made?	ECLS-K:2011	Diagnoses of disabilities and health conditions	PQ1, PQ2
173		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

	A	B	C	D	E	F
174		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
175		CHQ.313	Does {CHILD} have glasses or contact lenses?	ECLS-K:2011	Use of glasses or contact lenses	PQ1, PQ2
176		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
177		CHQ.330	Would you say {CHILD}'s health is ... Excellent, Very good, Good, Fair, or Poor?	ECLS-K	Child's general health	PQ1, PQ2
178		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
179		CHQ.420	During <u>this school year</u> , did {CHILD} participate in a special education program?	ECLS-K (modified)	Participation in school services for disabilities	PQ1, PQ2
180		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	Rating school services for disabilities	PQ1, PQ2
181	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
182		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
183		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

	A	B	C	D	E	F
184		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
185		PPQ.140	How often during the past week have you felt depressed?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
186		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
187		PPQ.160	How often during the past week have you felt fearful?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
188		PPQ.170	How often during the past week have you felt your sleep was restless?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
189		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
190		PPQ.190	How often during the past week have you felt lonely?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
191		PPQ.200	How often during the past week have you felt sad?	ECLS-K	Depression and subjective well-being	PQ1, PQ3
192		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
193		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
194		PPQ.225	During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?	CAM	Parent health	PQ1, PQ3, PQ5

	A	B	C	D	E	F
195		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}, 2014.</p> <p>a. {I/We} worried whether {my/our} food would run out before {I/we} got money to buy more. b. The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more. c. {I/We} couldn't afford to eat balanced meals.</p>	ECLS-K	Family food security	PQ1, PQ3
	Food Security					
196		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
197		FDQ.150	<p>How often did this happen? Would you say...</p> <p>Almost every month Some months, but not every month, or In only 1 or 2 months?</p>	ECLS-K	Family food security	PQ1, PQ3
198		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
199		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
200		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
201		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
202		FDQ.191	<p>How often did this happen? Would you say...</p> <p>Almost every month, Some months, but not every month, or In only 1 or 2 months?</p>	ECLS-K	Adult food security	PQ1, PQ3
203	Parent's Education	PEQ.020	{Now I have a few questions about education.} What is the highest grade or year of school that {you/{NAME}} {have/has} completed?	ECLS-K:2011 (modified)	Parent education	PQ1, PQ3
204		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
205		PEQ.030	{Are you/Is {NAME}} currently attending or enrolled in any courses from a school, college, or university?	ECLS-K:2011	Parent education	PQ1, PQ3
206		PEQ.040	{Are you/Is {NAME}} currently taking courses full-time or part time?	ECLS-K:2011	Parent education	PQ1, PQ3
207		PEQ.050	{Are you/Is {NAME}} currently participating in a job training or on the job training program? Please do not report participation in any vocational or technical programs taken at a college or university that you just told me about.	ECLS-K:2011	Parent education	PQ1, PQ3

	A	B	C	D	E	F
208		PEQ.060	About how many hours a week {do/does} {you/{NAME}} spend in that program? Please include hours spent on homework for the training program.	ECLS-K:2011	Parent education	PQ1, PQ3
209		PEQ.062	What type of school or job training {are you/Is {NAME}} currently in?	ECLS-K:2011	Parent education	PQ1, PQ3
210	Parent's Employment Section 1 (NAEP sample only)	EMQ.020	During the past week, did {you/{NAME}} work at a job for pay?	ECLS-K:2011	Parent employment	PQ1, PQ3
211		EMQ.030	{Were you/Was {NAME}} on leave or vacation from a job?	ECLS-K:2011	Parent employment	PQ1, PQ3
212		EMQ.040	How many jobs {do you/does {NAME}} have now?	ECLS-K:2011	Parent employment	PQ1, PQ3
213		EMQ.050	About how many total hours per week {do you/does {NAME}} usually work for pay {counting {all/both} {# of jobs from EMQ.040 IF MORE THAN TWO} jobs}?	ECLS-K:2011	Parent employment	PQ1, PQ3
214		EMQ.060	{Have you/Has {NAME}} been actively looking for work in the past 4 weeks? By actively looking for work, we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending a resume; contacting a school or university employment center; or checking a union or professional register.	ECLS-K:2011	Parent employment	PQ1, PQ3
215		EMQ.070	What {have you/has {NAME}} been doing in the past 4 weeks to find work?	ECLS-K:2011	Parent employment	PQ1, PQ3
216		EMQ.080	What {were you/was {NAME}} doing most of last week? Would you say... Keeping house, or caring for children or other family members, Going to school, Retired, Unable to work, or Something else? What was that? (SPECIFY)	ECLS-K:2011	Parent employment	PQ1, PQ3
217		EMQ.100	Could {you/{NAME}} have taken a job last week if one had been offered?	ECLS-K:2011	Parent employment	PQ1, PQ3
218		EMQ.120	For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}}last worked}?	ECLS-K:2011	Parent employment	PQ1, PQ3
219		EMQ.130	What kind of business or industry {is/was} this?	ECLS-K:2011	Parent employment	PQ1, PQ3
220	EMQ.140	What kind of work {are/is/were/was} {you {NAME}} doing?	ECLS-K:2011	Parent employment	PQ1, PQ3	
221	EMQ.150	What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?	ECLS-K:2011	Parent employment	PQ1, PQ3	

	A	B	C	D	E	F
222	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
223		EMQ.210	{Since last spring/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
224		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
225	Welfare and Other Public Transfers	WPQ.100	In the past 12 months, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called {TANF or} {STATE TANF PROGRAM NAME}?	ECLS-K:2011	Public assistance	PQ1, PQ3
226		WPQ.110	In the past 12 months, have you or anyone in your household received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?	ECLS-K:2011	Public assistance	PQ1, PQ3
227		WPQ.170	Does {CHILD} receive complete school lunches for free or reduced price at school?	ECLS-K:2011	Free/reduced lunch	PQ1, PQ3
228	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
229		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
230		PAQ.120	What was your total household income last year, to the nearest thousand?	ECLS-K	Annual family income	PQ1, PQ3
231		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, live with a relative or in a dwelling owned by a relative (MAY OR MAY NOT CONTRIBUTE TO EXPENSES OR CONTRIBUTION UNKNOWN), or have another type of arrangement (SPECIFY)?	ECLS-K	Housing	PQ1, PQ3
232	Mobility and Tracking Updates	CMQ.010	Have you moved since {DATE OF LAST INTERVIEW}?	ECLS-K	Child Mobility	NA
233		CMQ.020/020OS	Why did you move?	ECLS-K	Child Mobility	NA
234		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
235		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
236		CMQ.140	What is that telephone number?	ECLS-K	Closing	NA
237		CMQ.150/155	Where is that telephone located?	ECLS-K	Closing	NA
238		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
239		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
240		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
241		CMQ.280	What is the person's relationship to you?	ECLS-K	Closing	NA
242		CMQ.382	I have also recorded that your e-mail address is {EMAIL ADDRESS}. Is that correct?	ECLS-K	Closing	NA
243		CMQ.383	Is there an e-mail address where we could reach you?	ECLS-K	Closing	NA
244		CMQ.384	What is your e-mail address?	ECLS-K	Closing	NA
245		CMQ.680	WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?	ECLS-K	Closing	NA
246		CMQ.690/690OS	WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?	ECLS-K	Closing	NA
247		CMQ.695	WHERE WAS THIS INTERVIEW CONDUCTED?	ECLS-K	Closing	NA
248		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
249		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
250		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
251		CMQ.703	Thank you.	ECLS-K	Closing	NA
252		CMQ.720	PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.	ECLS-K	Closing	NA

Spring Fourth-Grade General Classroom Teacher Questionnaire, Appendix H

Section	Item #	Item Stem	Source
Student, School, and Staff Activities	A1 a-d	<p>Which of the following subjects do you teach during this school year?</p> <ul style="list-style-type: none"> a. Reading/language arts b. Mathematics c. Science d. Social studies 	ECLS-K:2011 Grade 3
	A2 a-j	<p>How <u>often</u> does the typical child in your class(es) usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?</p> <ul style="list-style-type: none"> a. Reading and language arts b. Mathematics c. Social studies d. Science e. Music f. Art g. Physical education h. Dance/creative movement i. Theatre/creative dramatics j. Foreign language (excluding English for ELL students) 	ECLS-K

	A3 a -j	<p>On days when children have work in these areas, how much time does the typical child in your class(es) usually work on lessons or projects in the following general subject areas?</p> <ul style="list-style-type: none"> a. Reading and language arts b. Mathematics c. Social studies d. Science e. Music f. Art g. Physical education h. Dance/creative dramatics i. Theatre/creative dramatics j. Foreign language (excluding English for ELL students) 	ECLS-K
	A4	<p>How many days a week do children have recess? Zero; One; Two; Three; Four; Five; Other/Varies by week</p>	ECLS-K
	A5	<p>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? One; Two; Three; Four; Five; Other/Varies by day</p>	ECLS-K
	A6 a-d	<p>What percentage of children in your class(es) have parents who participate in the following activities?</p> <ul style="list-style-type: none"> a. Attend teacher-parent conferences b. Volunteer regularly to help in your classroom or another part of the school c. Attend open houses or parties d. Attend art/music events or demonstrations 	ECLS-K

	A7 a-i	<p>How important is each of the following in evaluating the children in your class(es) for reporting to parents?</p> <ul style="list-style-type: none"> a. Individual child's achievement relative to the rest of the class b. Individual child's achievement relative to local, state, or professional standards c. Individual improvement or progress over past performance d. Effort e. Class participation f. Daily attendance g. Classroom behavior or conduct h. Cooperativeness with other children i. Ability to follow directions 	ECLS-K
<p>Views on School Climate and School Environment</p>	B1 a-h	<p>Please indicate the extent to which you agree or disagree with each of the following statements about your school.</p> <ul style="list-style-type: none"> a. The level of child misbehavior) for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferers with my teaching. b. Many of the children I teach are not capable of learning the material I am supposed to teach them. c. Parents are supportive of school staff. d. There is a great deal of cooperative effort among the staff members. e. There is a consensus among administrators and teachers on goals and expectations. f. The academic standards at this school are too low. g. The school administrator sets priorities, makes plans, and sees that they are carried out. h. The school administration's behavior toward the staff is supportive and encouraging. 	ECLS-K

	B2 a-e	To what extent do you agree or disagree with the following statements? a. The attitudes and habits students bring to my classes greatly reduce their chances for academic success. b. My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability. c. The amount a student can learn is primarily related to family background. d. I really enjoy my present teaching job. e. If I could start over, I would choose teaching again as my career.	ECLS-K
Teacher Background	C1	What is your gender?	ECLS-K
	C2	In what year were you born?	ECLS-K
	C3	Are you Hispanic or Latino?	ECLS-K
	C4	Which best describes your race? MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE. American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White	ECLS-K
	C5 a-j	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? a. Preschool or kindergarten b. First grade c. Second grade d. Third grade e. Fourth grade f. Fifth grade g. Sixth grade or higher h. English as a Second Language (ESL), bilingual education, and/or dual language program i. Special education program j. Program for gifted children	ECLS-K

	C6	Counting this school year, how many total years have you been a school teacher, including years in which you taught part-time?	ECLS-K
	C7	Is this school year the first year you have taught in this school?	New
	C8	What is the highest level of education you have completed? Did not complete high school; High school diploma or equivalent/GED; Some college or technical or vocational school; Associate's degree; Bachelor's degree; Master's degree; An advanced professional degree beyond a master's degree (for example, Ph.D, MD)	ECLS-K
	C9 a-n	If you have an associate's or bachelor's degree, indicate your undergraduate major field of study. a. Early childhood education b. Elementary education c. English d. Reading and/or language arts e. Curriculum and instruction f. Mathematics education g. Mathematics h. Science education i. Life science j. Physical science k. Earth science l. Special education m. Other education-related major (for example, secondary education, educational psychology, administration, music education, etc.) n. Non-education major (for example, history, etc.)	ECLS-K

	C10 a-n	<p>If you have a graduate degree, indicate the major field of study of your highest level graduate degree.</p> <ul style="list-style-type: none"> a. Early childhood education b. Elementary education c. English d. Reading and/or language arts e. Curriculum and instruction f. Mathematics education g. Mathematics h. Science education i. Life science j. Physical science k. Earth science l. Special education m. Other education-related major (for example, secondary education, educational psychology, administration, music education, etc.) n. Non-education major (for example, history, etc.) 	ECLS-K
	C11 a-d	<p>Have you ever taken a college course that addressed issues related to the following?</p> <ul style="list-style-type: none"> a. Using published research evidence to identify and select effective interventions and supports for students b. Using formal assessment data to inform the choice of READING interventions and supports for students c. Using formal assessment data to inform the choice of MATH interventions and supports for students d. Using data to inform the choice of behavioral interventions and supports for students 	

	C12	Which of the following describes the teaching certificate you currently hold in THIS state? Regular or standard certificate or advanced professional certificate; Certificate issued after satisfying all requirements except the completion of a probationary period; Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained; Certificate issued to persons who must complete a certification program in order to continue teaching; I do not hold any of the above certifications in THIS state.	ECLS-K
	C13	Date questionnaire completed	

Construct	Research Question	6/10/14 Comments
Subjects taught	TQ3	
Use of class time, by subject area	TQ1	added (es) in item stem.

Use of class time, by subject area	TQ1
Class activities (outside of class)/ recess	TQ1
Class activities (outside of class)/ recess	TQ1
Parent involvement in school	TQ2

added (es) in item stem.

added (es) in item stem.

Methods of assessing children's progress	TQ1
School climate	TQ4

added (es) in item stem.

Teacher's sense of efficacy; Job satisfaction	TQ4
Teacher demographic information	TQ4
Teacher demographic information	TQ4
Teacher demographic information	TQ4
Teacher demographic information	TQ4
Teaching experience, by grade and program	TQ4

Teaching experience, total years	TQ4
First year teaching in this school	TQ4
Teacher's education	TQ4
Teacher's education: major field of study	TQ4

Teacher's education: major field of study	TQ4
Teacher's education: coursework ; Response to Intervention-related practices	TQ4

Type of teaching certification held	TQ4
N/A	N/A

Spring Fourth-Grade Reading and Language Arts Teacher Questionnaire, Appendix

Section	Item #	Item Stem	Source
Part 1: Please answer the questions in Part 1 about the child identified on the cover of this questionnaire.			
Social Skills	A1 a-z	Items focusing on general social skills in the classroom. Items not included due to copyright restrictions (26 items total)	SSRS Elementary Scale A; ECLS-K
	A2 a-g	<p>Please indicate how often each of these items applies to the child identified on the cover of this questionnaire.</p> <ul style="list-style-type: none"> a. Likes to come to school b. Dislikes school c. Has fun at school d. Likes being in school e. Seems unhappy in school f. Enjoys most classroom activities g. Groans or complains about suggested activities 	Adapted from Ladd & Price, 1987; Ladd, 1990
Classroom Behaviors	B1 a-m	Item about classroom behaviors. Items not included due to copyright restrictions (13 items total)	TMCQ
Peer Relationships	C1 a-i	<p>For the items below, please think about the friends with whom the child identified on the cover of this questionnaire has associated the most during the past month or two. Please indicate how true you think each of these items is for this group of children. If you cannot answer these items because the child has not usually associated with a group of other children in the past month or two, then mark "Not applicable."</p> <ul style="list-style-type: none"> a. This is a good group of kids b. I worry when this child is with this group c. Some of these kids are a bad influence d. These kids must be closely supervised by an adult e. These kids get into trouble f. These kids are excellent students g. These kids are hard workers h. This child has a fun time with this group i. Most of these kids are kind to other children 	Adapted from Vandell, 2001.

	C2 a-l	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)	Adapted from the Child Behavior Scale. Gary W. Ladd, 2010
	C3 a-d	<p>During this school year, how often have <u>other students</u>...</p> <p>a. Teased, made fun of, or called <u>this student</u> names?</p> <p>b. Told lies or untrue stories about <u>this student</u>?</p> <p>c. Pushed, shoved, slapped, hit, or kicked <u>this student</u>?</p> <p>d. Intentionally excluded or left <u>this student</u> out from playing with them?</p>	Source: Adapted from Espelage and Holt, 2011
	C4 a-d	<p>During this school year, how often has <u>this student</u>...</p> <p>a. <u>Teased, made fun of, or called other students</u> names?</p> <p>b. Told lies or untrue stories about <u>other students</u>?</p> <p>c. Pushed, shoved, slapped, hit, or kicked <u>other students</u>?</p> <p>d. Intentionally excluded or left <u>other students</u> out from playing with him or her?</p>	Source: Adapted from Espelage and Holt, 2001
	C5 a-d	<p>Thinking about the child identified on the cover of this questionnaire compared to a typical child in his/her grade, please evaluate this child in the following areas.</p> <p>a. Understands others' feelings</p> <p>b. Accurately interprets what a peer is trying to do</p> <p>c. Generates good quality solutions to interpersonal problems</p> <p>d. Is aware of the effects of his/her behavior on others</p>	Source: Pierce, Hamm, and Vandell, 1999.

Student Information	D1 a-d	Are you this child's primary teacher in the following subject areas? a. Reading/language arts b. Mathematics c. Science d. Social studies	ECLS-K
	D2	How long has this child been in your reading/language arts class this school year until now? Entire school year until now; More than one semester but less than the entire school year until now; More than one quarter but less than one semester; Less than one quarter of the school year	ECLS-K
	D3	Please indicate the total number of times this child has been absent from your reading/language arts class during the current school year. No absences; 1 to 4 absences; 5 to 7 absences; 8 to 10 absences; 11 to 19 absences; 20 or more absences	ECLS-K
	D4 a-c	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? a. Individual tutoring or remedial program in reading/language arts b. Gifted and talented program in reading/language arts c. Gifted and talented program with no specific content focus	ECLS-K
	D5	Is English this child's native language?	ECLS-K
	D6	Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?	ECLS-K

	D7	<p>Would you say the instruction this child receives is primarily ...</p> <p>Programs that focus on developing students' literacy in two languages. For example: Two-way immersion program or two-way bilingual program; Developmental bilingual program, late exit transitional program, or maintenance bilingual education program; Transitional program, early exit bilingual program, or early exit transitional program; Heritage language program or indigenous language program</p> <p>Programs that focus on developing students' literacy solely in English. For example: Sheltered English instruction or content-based English as a Second Language (ESL) program; Structured English Immersion (SEI); Pull-out English as a Second Language (ESL) or English Language Development (ELD); Push-in ESL program</p> <p>Other program(s) (PLEASE SPECIFY); No specialized language program is provided to this child.</p>	Adapted from the "Types of language instruction educational programs," provided by the National Clearinghouse for English Language Acquisition.
	D8 a-c	<p>How <u>often</u> does this child usually receive specialized language instruction of the following program types?</p> <p>a. Program that focuses on developing students' literacy in two languages b. Program that focuses on developing students' literacy solely in English c. Other program</p>	ECLS-K
	D9 a-c	<p>On the days when this child receives specialized language instruction, for how much time does he/she receive instruction of the following program types?</p> <p>a. Program that focuses on developing students' literacy in two languages b. Program that focuses on developing students' literacy solely in English c. Other program</p>	ECLS-K

	D10	During this school year, how often is this child's <u>reading instruction</u> provided in his/her native language? None of the time; Less than half of the time; Half of the time; More than half of the time; Almost all the time	ECLS-K
	D11	Does this child have an IEP on record with the school?	ECLS-K
	D12 a-b	Does this child receive instruction in any of the following types of programs in your school? a. Speech-language therapy for children with speech or language disorders/impairments b. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting	ECLS-K
	D13 a-d	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? a. Reading b. Writing c. Oral language d. Social studies	ECLS-K
	D14	How often does this child work to the best of her/his ability in READING AND LANGUAGE ARTS? Never; Seldom; Usually; Always	ECLS-K
	D15	How many instructional groups based on achievement or ability levels in READING do you currently have in this child's class? I do not use instructional groups for reading; Two; Three; Four; Five or more	ECLS-K
	D16	In which reading instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP.	ECLS-K
	D17	How involved at the school would you say this child's parents/guardians are? Not involved at all; Somewhat involved; Very involved; Don't know	ECLS-K

Part 2: To be completed only if there is a red dot next to the child's name on the cover of this question

<p>Reading and Language Arts Instruction</p>	<p>E1 a-i</p>	<p>From the first day of school until today, please indicate on how many days you have covered each of the following READING AND LANGUAGE ARTS skills and concepts in this child's class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.</p> <p>Literature</p> <p>a. Understanding key ideas and details, for example, identifying the main idea or theme; summarizing; describing characters and settings; etc.</p> <p>b. Understanding craft and structure, for example, explaining major differences between poems, plays, and prose; comparing the point of view from which different stories are narrated; etc.</p> <p>c. Integrating knowledge and ideas, for example, making connections between text and a visual or oral presentation of the text; comparing treatment of similar themes in stories and myths; etc.</p> <p>Informational Text</p> <p>d. Integrating knowledge and ideas, for example, making connections between text and a visual or oral presentation of the text; comparing treatment of similar themes in stories and myths; etc.</p> <p>e. Understanding craft and structure, for example, describing the chronology of events in a text; recognizing cause and effect; comparing different accounts of the same event or topic; etc.</p> <p>f. Integrating knowledge and ideas, for example, interpreting how charts, graphs, or timelines relate to the text; integrating information from two texts on the same topic; etc.</p> <p>Writing and Language</p> <p>e. Understanding craft and structure, for example, describing the chronology of events in a text; recognizing cause and effect; comparing different accounts of the same event or topic; etc.</p> <p>f. Integrating knowledge and ideas, for example, interpreting how charts, graphs, or timelines relate to the text; integrating information from two texts on the same topic; etc.</p> <p>Writing and Language</p> <p>g. Writing narratives, opinion pieces, and informational text with facts and details</p> <p>h. Developing and strengthening writing by planning, drafting, revising, and editing</p>	<p>ECLS-K, updated to reflect "Common Core State Standards," corestandards.org</p>
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		i. Building vocabulary , for example, studying words and their meanings in text; learning about roots, prefixes, and suffixes; using context clues to derive meaning; etc.	
	E2 a-k	How often do the children in <u>this class</u> engage in the following reading and language arts activities? a. Read silently b. Read books they have chosen themselves c. Talk with others about what they have read d. Do a group activity or project about what they have read e. Discuss different interpretations of what they have read f. Look up vocabulary words and write definitions g. Demonstrate understanding of words by relating them to their opposites «antonyms» and to words with similar meanings «synonyms» h. When given specific questions, write responses that are at least 3 to 4 sentences long i. Gather evidence from literary or informational texts «in books and/or digital sources» to inform their writing j. Spend extended time writing and revising text that they have written k. Edit their classmates' writing	ECLS-K, updated to reflect "Common Core State Standards," corestandards.org
Classroom and Student Characteristics	F1 a-c	As of today's date, how many children... a. Are currently enrolled in this class? b. Are boys? c. Are girls?	ECLS-K
	F2 a-e	What grade levels are included in this class? a. 2nd grade or lower b. 3rd grade c. 4th grade d. 5th grade e. 6th grade or higher	ECLS-K
	F3	How many of the children in this class are repeating their grade this year?	ECLS-K

	F4 a-b	How many children in this class... a. Are classified as Gifted and Talented? b. Are participating in a Gifted and Talented program?	ECLS-K
	F5	How many children in this class are absent on an average day?	ECLS-K
	F6 a-b	How many children in this class are below grade level, about on grade level, or above grade level in their English reading skills and in social studies? a. English reading skills? b. Social studies?	ECLS-K
	F7	At this point in the school year, how would you rate the behavior of the children in this class? Group misbehaves very frequently and is almost always difficult to handle. Group misbehaves frequently and is often difficult to handle. Group misbehaves occasionally. Group behaves well. Group behaves exceptionally well.	ECLS-K
	F8 a-d	Approximately what percentage of the students in this class demonstrate the following problems? a. Have difficulty paying attention in class b. Lack self-control «disruptive behavior» c. Are rejected by peers d. Do not accept authority	New. From Abry, Swanson, & Fabes (2012)
	F9	How many children in this class have a diagnosed disability?	ECLS-K
	F10	Do you have any children who are English language learners in this 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
	F11	How many English language learners (ELLs) do you have in this class?	ECLS-K

Classroom Instruction and Evaluation	G1 a-e	<p>In a typical day, how much time do children in this reading and language arts class spend in the following activities?</p> <ul style="list-style-type: none"> a. Working independently b. Working on individual tasks under teacher direction c. Working with peers under teacher direction d. Working in small groups with teacher e. Teacher lecture with large group and/or large group discussion led by teacher 	ECLS-K:2011 Grade 1
	G2 a-b	<p>Do any of the following staff members provide direct instruction to students in this reading and language arts class who are <u>struggling or at risk of failure</u> in reading? INCLUDE STAFF OTHER THAN YOURSELF WHO PROVIDE DIRECT INSTRUCTION EITHER IN THIS CLASS OR IN A PULL-OUT SETTING. EXCLUDE PARAPROFESSIONALS/AIDES.</p> <ul style="list-style-type: none"> a. A READING specialist/interventionist who has specialized training in reading instruction b. A special education teacher 	Adapted from Reading First Impact Study--Teacher Survey
	G3 a-h	<p>In this class, how frequently do you or your students use computers or the following electronic devices for instructional purposes in reading and language arts? Please include any desktop, laptop, or other computer-type devices.</p> <ul style="list-style-type: none"> a. Computer (desktop, laptop or other computer-type device such as a tablet) b. LCD or DLP projector c. Interactive whiteboard (for example, SMART Board, Activboard) d. Digital camera (still or video) e. CD player or MP3 player/iPod f. DVD player or VCR g. TV h. Other electronic devices (PLEASE SPECIFY) 	ECLS-K

	G4	In an average week, how many days a week is reading and language arts homework assigned in this class? Please count homework assigned over the weekend as one day. 0 days; 1 day; 2 days; 3 days; 4 days; 5 days	ECLS-K
	G5	On days when homework is assigned, how much time do you expect children in this class to spend on homework in reading and language arts? 1 to 10 minutes; 11 to 20 minutes; 21 to 30 minutes; More than 30 minutes	ECLS-K
	G6 a-e	In this class, how often do you use a formal assessment in READING for the following purposes? a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom b. To monitor each student's progress on specific skills over the school year c. To identify the deficits in specific skills of struggling students d. To monitor the progress of students who fall below benchmark levels e. To determine whether students need placement in a more or less intensive level of instruction	ECLS-K:2011 Grade 1

	G7 a-c	<p>For each of the following statements about READING, indicate how strongly you agree or disagree.</p> <p>MARK ONE RESPONSE ON EACH ROW.</p> <p>a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in reading in <u>fourth grade</u>.</p> <p>b. This school has clear, predetermined criteria for determining the level of intervention <u>fourth-grade students</u> will receive in reading.</p> <p>c. This school has clear, predetermined criteria for determining when <u>fourth grade students</u> no longer need a reading intervention.</p>	Adapted from WA (RTI) and HB 2136: Spring 2010
Staff Activities	H1	Did you participate in any professional development within the the last 12 months?	ECLS-K:2011 Grade 1
	H2 a-c	<p>How often did you participate in professional development activities covering the following topics in the last 12 months?</p> <p>a. How to use assessment data to identify students who are struggling or at risk of failure in READING</p> <p>b. How to use and apply assessment data to guide READING instruction</p> <p>c. How to implement the READING curriculum</p>	Adapted from Reading First Impact Study--Teacher Survey

	H3 a-d	<p>Have you received support from any of the following staff members during the current academic year?</p> <p>a. A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective READING instruction</p> <p>b. A school or district staff member who provides ongoing training and support to classroom teachers in the delivery of effective behavioral supports</p> <p>c. A school or district staff member who supports teachers in collecting, organizing, and managing assessment data</p> <p>d. A school or district staff member who supports teachers in the interpretation and use of assessment data to guide instruction</p>	ECLS-K:11 Grade 1
	H4	Date Questionnaire Completed:	

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Construct	Research Question
aire.	
Social skills and approaches to learning	TQ5
School liking and avoidance	TQ5
Social skills and approaches to learning	TQ5
Peer relationships	TQ5

Peer acceptance/exclusion	TQ5
Target of victimization by other students	TQ5
Victimization of other students by this student	TQ5
Peer relationships	TQ5

Grade/class configuration	TQ1
Family mobility	TQ3
Attendance	TQ3; TQ5
Receipt of remedial or gifted services	TQ3; TQ7
Native language other than English	TQ2; TQ3
Receipt of instruction for English language learners	TQ1; TQ3

Receipt of instruction for English language learners	TQ1; TQ3
Receipt of instruction for English language learners	TQ1; TQ3
Receipt of instruction for English language learners	TQ1; TQ3

Receipt of instruction for English language learners	TQ1; TQ3
IEP status	TQ3; SEQ1
Receipt of special education services	TQ1; TQ3; SEQ1
Comparison to peers: academic skills for current grade level in reading, language arts, and social studies	TQ5
Working to the best of one's ability	TQ5
Use of achievement grouping: Reading	TQ1; TQ3
Placement in achievement grouping: Reading	TQ5
Parent involvement in school activities	TQ2
nnaire.	

Time spent on specific activities and skills in reading/language arts	TQ7
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Time spent on specific activities and skills in reading/language arts	TQ7
Classroom characteristics: enrollment, gender distribution	TQ1; TQ2
Classroom characteristics: grade levels within class	TQ2
Classroom characteristics: number of repeaters	TQ2; TQ3

Classroom characteristics: number of gifted and talented	TQ3
Student absenteeism	TQ2
Students above or below grade level in reading/social studies	TQ3
Overall behavior of the class	TQ2; TQ5
Classroom climate (student difficulties)	TQ2; TQ5
Number of students with disabilities	TQ3
Number of English language learners	TQ3
Number of English language learners	TQ3

Proportion of time students spend working independently, small group, large group	TQ1
Response to Intervention-related policies and practices	TQ6
Availability, use, and adequacy of resources	TQ1

Use of homework	TQ1
Use of homework	TQ1
Response to Intervention-related policies and practices	TQ6

Response to Intervention-related policies and practices	TQ6
Professional development activities	TQ4
Professional development activities; Response to Intervention-related policies and practices	TQ6

Response to Intervention-related policies and practices	TQ6
	N/A

Spring Fourth-Grade Math Teacher Questionnaire, Appendix H

Section	Item #	Item Stem	Source
Part 1: Please answer the questions in Part 1 about the child identified on the cover of this questionnaire.			
Student Information	A1 a-d	Are you this child's primary teacher in the following subject areas? a. Reading/language arts b. Mathematics c. Science d. Social studies	ECLS-K
	A2	How long has this child been in your math class this school year until now? Entire school year until now; More than one semester but less than the entire school year until now; More than one quarter but less than one semester; Less than one quarter of the school year	ECLS-K
	A3	Please indicate the total number of times this child has been absent from your math class during the current school year. No absences; 1 to 4 absences; 5 to 7 absences; 8 to 10 absences; 11 to 19 absences; 20 or more absences	ECLS-K
	A4 a-b	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? a. Individual tutoring or remedial program in mathematics b. Gifted and talented program in mathematics	ECLS-K
	A5	Is English this child's native language?	ECLS-K
	A6	During this school year, how often is this child's math instruction provided in his/her native language? None of the time; Less than half of the time; Half of the time; More than half of the time; Almost all the time	ECLS-K
	A7	Overall, how would you rate this child's academic skills in math, based on curriculum standards for his/her current grade level? Below grade level; About on grade level; Above grade level	ECLS-K

	A8	How often does this child work to the best of her/his ability in MATH? Never; Seldom; Usually; Always	ECLS-K
	A9	How many instructional groups based on achievement or ability levels in MATHEMATICS do you currently have in this child's class? I do not use instructional groups for mathematics; Two; Three; Four; Five or more	ECLS-K
	A10	In which mathematics instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP.	ECLS-K

Part 2: To be completed only if there is a red dot next to the child's name on the cover of this question

Mathematics Instruction	B1 a-h	<p>From the first day of school until today, please indicate on how many days you have covered each of the following MATHEMATICS skills and concepts in this child's class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. Please focus on the skill areas that are shown in bold text. ¶The unbolded examples are only a sample of things you may do or cover under this skill area.¶</p> <p>a. Using operations to solve problems, for example, solving problems by multiplying or dividing two whole numbers; solving multiple-step word problems that use several different operations; interpreting remainders; finding factor pairs; etc.</p> <p>b. Using algebraic thinking, for example, solving word problems by representing the problem as an equation with a symbol for the unknown number; etc.</p> <p>c. Understanding place value, for example, reading and writing multi-digit whole numbers; comparing two numbers based on meanings of the digits in each place; using understanding of place value to round whole numbers to any place; etc.</p> <p>d. Adding and subtracting multiple-digit numbers using strategies based on place value and properties of operations</p> <p>e. Understanding fractions, for example, comparing fractions with different numerators or denominators; adding and subtracting fractions; multiplying fractions by whole numbers; understanding the relationship between decimals and fractions; etc.</p> <p>f. Solving problems involving measurement, for example, solving problems involving measures of distance, time, volume, or money; understanding</p>	ECLS-K, updated to reflect "Common Core State Standards," corestandards.org
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e. **Understanding fractions**, for example, comparing fractions with different numerators or denominators; adding and subtracting fractions; multiplying fractions by whole numbers; understanding the relationship between decimals and fractions; etc.

f. **Solving problems involving measurement**, for example, solving problems involving measures of distance, time, volume, or money; understanding the relative size of units of measurement; finding the area or perimeter of rectangles; etc.

g. **Representing and interpreting data**, for example, making line plots or other visuals to display fractions of a unit; using addition and subtraction of fractions to answer questions about a line plot; etc.

h. **Drawing and identifying lines and angles**, for example, drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines; recognizing right triangles; understanding lines of symmetry; etc.

	B2 a-l	<p>How often do the children in this class engage in the following mathematics activities?</p> <ul style="list-style-type: none"> a. Solve mathematics problems from textbooks or worksheets b. Solve mathematics problems from the blackboard, whiteboard/SMART Board®, or projector c. Solve mathematics problems in small groups or with a partner d. Work with measuring instruments (for example, rulers, compasses, protractors) e. Work with manipulatives (for example, geometric shapes, fraction bars) f. Use a calculator g. Take mathematics tests/quizzes h. Write a few sentences about how to solve a mathematics problem i. Discuss solutions to mathematics problems with other students j. Work on and discuss mathematics problems that reflect real-life situations k. Use a computer for math (beyond using a computer's calculator) l. Create or interpret visual representations (for example, diagrams, graphs, tables, models) 	ECLS-K, updated to reflect "Common Core State Standards," corestandards.org
Classroom and Student Characteristics	C1 a-c	<p>As of today's date, how many children...</p> <ul style="list-style-type: none"> a. Are currently enrolled in this class? b. Are boys? c. Are girls? 	ECLS-K
	C2 a-e	<p>What grade levels are included in this class?</p> <ul style="list-style-type: none"> a. 2nd grade or lower b. 3rd grade c. 4th grade d. 5th grade e. 6th grade or higher 	ECLS-K
	C3	<p>How many of the children in this class are repeating their grade this year?</p>	ECLS-K
	C4 a-b	<p>How many children in this class...</p> <ul style="list-style-type: none"> a. Are classified as Gifted and Talented? b. Are participating in a Gifted and Talented program? 	ECLS-K
	C5	<p>How many children in this class are absent on an average day?</p>	ECLS-K

	C6	How many children in this class are below grade level, about on grade level, or above grade level in mathematics skills?	ECLS-K
	C7	At this point in the school year, how would you rate the behavior of the children in this class? Group misbehaves very frequently and is almost always difficult to handle; Group misbehaves frequently and is often difficult to handle; Group misbehaves occasionally; Group behaves well; Group behaves exceptionally well.	ECLS-K
	C8 a-d	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)
	C9	How many children in this class have a diagnosed disability?	ECLS-K
	C10	Do you have any children who are English language learners in this 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
	C11	How many English language learners (ELLs) do you have in this class?	ECLS-K
Classroom Instruction and Evaluation	D1 a-e	In a typical day, how much time do children in this math class spend in the following activities? a. Working independently b. Working on individual tasks under teacher direction c. Working with peers under teacher direction d. Working in small groups with teacher e. Teacher lecture with large group and/or large group discussion led by teacher	ECLS-K:2011 Grade 1

	D2 a-b	<p>Do any of the following staff members provide direct instruction to students in this math class who are <u>struggling or at risk of failure</u> in math? INCLUDE STAFF OTHER THAN YOURSELF WHO PROVIDE DIRECT INSTRUCTION EITHER IN THIS CLASS OR IN A PULL-OUT SETTING. EXCLUDE PARAPROFESSIONALS/AIDES.</p> <p>a. A math specialist/interventionist who has specialized training in MATH instruction b. A special education teacher</p>	Adapted from Reading First Impact Study--Teacher Survey
	D3 a-h	<p>In this class, how frequently do you or your students use computers or the following electronic devices for instructional purposes in math? Please include any desktop, laptop, or other computer-type devices.</p> <p>a. Computer «desktop, laptop or other computer-type device such as a tablet» b. LCD or DLP projector c. Interactive whiteboard «for example, SMART Board, Activboard» d. Digital camera «still or video» e. CD player or MP3 player/iPod f. DVD player or VCR g. TV h. Other electronic devices (PLEASE SPECIFY)</p>	ECLS-K
	D4	<p>In an average week, how many days a week is math homework assigned in this math class? Please count homework assigned over the weekend as one day. 0 days; 1 day; 2 days; 3 days; 4 days; 5 days</p>	ECLS-K
	D5	<p>On days when homework is assigned, how much time do you expect children in this class to spend on homework in math? 1 to 10 minutes; 11 to 20 minutes; 21 to 30 minutes; More than 30 minutes</p>	ECLS-K

	D6 a-e	In this class, how often do you use a formal assessment in MATH for the following purposes? a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom b. To monitor each student's progress on specific skills over the school year c. To identify the deficits in specific skills of struggling students d. To monitor the progress of students who fall below benchmark levels e. To determine whether students need placement in a more or less intensive level of instruction	ECLS-K:2011 Grade 1
	D7 a-c	For each of the following statements about MATH indicate how strongly you agree or disagree. a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in math in <u>fourth grade</u> . b. This school has clear, predetermined criteria for determining the level of intervention <u>fourth-grade students</u> will receive in math. c. This school has clear, predetermined criteria for determining when <u>fourth-grade students</u> no longer need a math intervention.	Adapted from WA (RTI) and HB 2136: Spring 2010
Staff Activities	E1	Did you participate in any professional development* within the last 12 months?	ECLS-K:2011 Grade 1
	E2 a-c	How often did you participate in professional development activities covering the following topics in the last 12 months? a. How to use assessment data to identify students who are struggling or at risk of failure in MATH b. How to use and apply assessment data to guide MATH instruction c. How to implement the MATH curriculum	Adapted from Reading First Impact Study--Teacher Survey

	E3 a-d	<p>Have you received support from any of the following staff members during the current academic year?</p> <p>a. A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective MATH instruction</p> <p>b. A school or district staff member who provides ongoing training and support to classroom teachers in the delivery of effective behavioral supports</p> <p>c. A school or district staff member who supports teachers in collecting, organizing, and managing assessment</p> <p>d. A school or district staff member who supports teachers in the interpretation and use of assessment data to guide instruction</p>	ECLS-K:11 Grade 1
	E4	Date Questionnaire Completed:	

Construct	Research Question
aire.	
Grade/class configuration	TQ1
Family mobility	TQ3
Attendance	TQ3; TQ5
Receipt of remedial or gifted services	TQ3; TQ7
Native language other than English	TQ2; TQ3
Receipt of instruction for English language learners	TQ2; TQ3
Comparison to peers: academic skills for current grade level in math	TQ5

Working to the best of one's ability	TQ5
Use of achievement grouping: mathematics	TQ1; TQ3
Placement in achievement grouping: mathematics	TQ5

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Time spent on specific activities and skills in mathematics	TQ7
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Time spent on specific activities and skills in mathematics	TQ7
Classroom characteristics: enrollment, gender distribution	TQ1; TQ2
Classroom characteristics: grade levels within class	TQ2
Classroom characteristics: number of repeaters	TQ2; TQ3
Classroom characteristics: number of gifted and talented	TQ3
Students above or below grade level	TQ3

Student absenteeism	TQ2
Overall behavior of the class	TQ2; TQ5
Classroom climate (student difficulties)	TQ2; TQ5
Number of students with disabilities	TQ3
Number of English language learners	TQ3
Number of English language learners	TQ3
Proportion of time students spend working independently, small group, large group	TQ1

Response to Intervention-related policies and practices	TQ6
Availability, use, and adequacy of resources	TQ1
Use of homework	TQ1
Use of homework	TQ1

Response to Intervention-related policies and practices	TQ6
Response to Intervention-related policies and practices	TQ6
Professional development activities	TQ4
Response to Intervention-related policies and practices	TQ6

Response to Intervention-related policies and practices	TQ6
N/A	N/A

Spring Fourth-Grade Science Teacher Questionnaire, Appendix H

Section	Item #	Item Stem	Source
Part 1: Please answer the questions in Part 1 about the child identified on the cover of this questionnaire.			
Student Information	A1 a-d	Are you this child's primary teacher in the following subject areas? a. Reading/language arts b. Mathematics c. Science d. Social studies	ECLS-K
	A2	How long has this child been in your science class this school year until now? Entire school year until now; More than one semester but less than the entire school year until now; More than one quarter but less than one semester; Less than one quarter of the school year	ECLS-K
	A3	Please indicate the total number of times this child has been absent from your science class during the current school year. No absences; 1 to 4 absences; 5 to 7 absences; 8 to 10 absences; 11 to 19 absences; 20 or more absences	ECLS-K
	A4	Is English this child's native language?	ECLS-K
	A5	During this school year, how often is this child's <u>science instruction</u> provided in his/her native language? None of the time; Less than half of the time; Half of the time; More than half of the time; Almost all the time	ECLS-K
	A6	Overall, how would you rate this child's academic skills in SCIENCE, based on curriculum standards for his/her current grade level? Below grade level; About on grade level; Above grade level	ECLS-K
	A7	How often does this child work to the best of his/her ability in SCIENCE? Never; Seldom; Usually; Always	ECLS-K
Part 2: To be completed <u>only</u> if there is a red dot next to the child's name on the cover of this questionnaire.			

<p>Science Instruction</p>	<p>B1 a-h</p>	<p><u>From the first day of school until today</u>, please indicate on how many days you have covered each of the following SCIENCE skills and concepts <u>in this child's class</u>. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. Please focus on the skill areas that are shown in bold text. The unbolded examples are only a sample of things you may do or cover under this skill area.</p> <p>Fields of Science</p> <p>a. Physical science, for example, understanding electricity, magnetism, energy, waves, chemistry, etc.</p> <p>b. Life science, for example, learning about organisms, life cycles, food chains, ecosystems, etc.</p> <p>c. Earth science, for example, learning about rocks and minerals, weather, erosion, water, volcanoes, earthquakes, etc.</p> <p>Scientific Method</p> <p>d. Observations and hypotheses, for example, understanding the difference between observations and inferences, formulating predictions that can be tested, etc.</p> <p>e. Scientific testing, for example, planning and conducting investigations, measuring using appropriate tools, demonstrating safe behavior, etc.</p> <p>f. Analysis and conclusions, for example, analyzing the results of a scientific investigation and determining whether the results support the initial prediction, etc.</p> <p>Science, Engineering and Technology</p> <p>g. Interdependence of science, technology and engineering, for example, exploring how scientific discoveries lead to the development of new technologies, new technologies lead to new scientific discoveries, etc.</p> <p>h. Engineering concepts, for example, identifying a simple design problem that can be solved through the development of an object, tool, process, or system; etc.</p>	<p>ECLS-K, updated to reflect "Common Core State Standards," corestandards.org</p>
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	B2 a-l	<p>How often do the children in this class engage in the following science activities?</p> <ul style="list-style-type: none"> a. Read a science textbook b. Discuss science in the news c. Generate and test hypotheses d. Work with other children on a science activity or project e. Use science equipment (e.g., magnifying glass, scales, thermometers) f. Prepare a written science report g. Engage in hands-on activities or investigations in science h. Talk about measurements and results from children's hands-on activities i. Take a science test or quiz j. Use library resources for science k. Use computers for science l. Use the Internet for science 	ECLS-K, updated to reflect "Common Core State Standards," corestandards.org
Classroom and Student Characteristics	C1 a-c	<p>As of today's date, how many children...</p> <ul style="list-style-type: none"> a. Are currently enrolled in this class? b. Are boys? c. Are girls? 	ECLS-K
	C2 a-e	<p>What grade levels are included in this class?</p> <ul style="list-style-type: none"> a. 2nd grade or lower b. 3rd grade c. 4th grade d. 5th grade e. 6th grade or higher 	ECLS-K
	C3	How many of the children in this class are repeating their grade this year?	ECLS-K
	C4 a-b	<p>How many children in this class...</p> <ul style="list-style-type: none"> a. Are classified as Gifted and Talented? b. Are participating in a Gifted and Talented program? 	ECLS-K
	C5	How many children in this class are absent on an average day?	ECLS-K
	C6	How many children in this class are below grade level, about on grade level, or above grade level in science skills?	ECLS-K

	C7	At this point in the school year, how would you rate the behavior of the children in this class? Group misbehaves very frequently and is almost always difficult to handle; Group misbehaves frequently and is often difficult to handle; Group misbehaves occasionally; Group behaves well; Group behaves exceptionally well.	ECLS-K
	C8	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)
	C9	How many children in this class have a diagnosed disability?	ECLS-K
	C10	Do you have any children who are English language learners in this 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
	C11	How many English language learners (ELLs) do you have in this class?	ECLS-K
Classroom Instruction and Evaluation	D1 a-e	In a typical day, how much time do children in this science class spend in the following activities? a. Working independently b. Working on individual tasks under teacher direction c. Working with peers under teacher direction d. Working in small groups with teacher e. Teacher lecture with large group and/or large group discussion led by teacher	ECLS-K:2011 Grade 1

	D2 a-b	<p>Do any of the following staff members provide direct instruction to students in this science class who are <u>struggling or at risk of failure</u> in science? INCLUDE STAFF OTHER THAN YOURSELF WHO PROVIDE DIRECT INSTRUCTION EITHER IN THIS CLASS OR IN A PULL-OUT SETTING. EXCLUDE PARAPROFESSIONALS/AIDES.</p> <p>a. A SCIENCE specialist/interventionist who has specialized training in science instruction b. A special education teacher</p>	Adapted from Reading First Impact Study--Teacher Survey
	D3 a-h	<p>In this class, how frequently do you or your students use computers or the following electronic devices for instructional purposes in science? Please include any desktop, laptop, or other computer-type devices.</p> <p>a. Computer (desktop, laptop or other computer-type device such as a tablet) b. LCD or DLP projector c. Interactive whiteboard (for example, SMART Board, Activboard) d. Digital camera (still or video) e. CD player or MP3 player/iPod f. DVD player or VCR g. TV h. Other electronic devices (PLEASE SPECIFY)</p>	ECLS-K
	D4	<p>In an average week, how many days a week is science homework assigned in this class? Please count homework assigned over the weekend as one day. 0 days; 1 day; 2 days; 3 days; 4 days; 5 days;</p>	ECLS-K
	D5	<p>On days when homework is assigned, how much time do you expect children in this class to spend on homework in science? 1 to 10 minutes; 11 to 20 minutes; 21 to 30 minutes; More than 30 minutes</p>	ECLS-K

	D6 a-e	In this class, how often do you use a formal assessment in SCIENCE for the following purposes? a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom b. To monitor each student's progress on specific skills over the school year c. To identify the deficits in specific skills of struggling students d. To monitor the progress of students who fall below benchmark levels e. To determine whether students need placement in a more or less intensive level of instruction	ECLS-K:2011 Grade 1
	D7 a-c	For each of the following statements about SCIENCE indicate how strongly you agree or disagree. a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in science in <u>fourth grade</u> . b. This school has clear, predetermined criteria for determining the level of intervention <u>fourth-grade students</u> will receive in science. c. This school has clear, predetermined criteria for determining when <u>fourth-grade students</u> no longer need a science intervention.	Adapted from WA (RTI) and HB 2136: Spring 2010
Staff Activities	E1	Did you participate in any professional development* within the last 12 months?	ECLS-K:2011 Grade 1

	E2 a-c	<p>How often did you participate in professional development activities covering the following topics in the last 12 months?</p> <p>a. How to use assessment data to identify students who are struggling or at risk of failure in SCIENCE</p> <p>b. How to use and apply assessment data to guide SCIENCE instruction</p> <p>c. How to implement the SCIENCE curriculum</p>	Adapted from Reading First Impact Study--Teacher Survey
	E3 a-d	<p>Have you received support from any of the following staff members during the current academic year?</p> <p>a. A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective SCIENCE instruction</p> <p>b. A school or district staff member who provides ongoing training and support to classroom teachers</p> <p>c. A school or district staff member who supports teachers in collecting, organizing, and managing assessment data</p> <p>d. A school or district staff member who supports teachers in the interpretation and use of assessment data to guide instruction</p>	ECLS-K:11 Grade 1
	E4	Date Questionnaire Completed:	

Construct	Research Question
ire.	
Grade/class configuration	TQ1
Family mobility	TQ3
Attendance	TQ3; TQ5
Native language other than English	TQ2; TQ3
Receipt of instruction for English language learners	TQ2; TQ3
Comparison to peers: academic skills for current grade level in science	TQ5
Working to the best of one's ability	TQ5

Time spent on specific activities and skills in science	TQ7
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Time spent on specific activities and skills in science	TQ7
Classroom characteristics: enrollment, gender distribution	TQ1; TQ2
Classroom characteristics: grade levels within class	TQ2
Classroom characteristics: number of repeaters	TQ2; TQ3
Classroom characteristics: number of gifted and talented	TQ3
Student absenteeism	TQ3
Students above or below grade level in science	TQ2

Overall behavior of the class	TQ2; TQ5
Classroom climate (student difficulties)	TQ2; TQ5
Number of students with disabilities	TQ3
Number of English language learners	TQ3
Number of English language learners	TQ3
Proportion of time students spend working independently, small group, large group	TQ1

Response to Intervention-related policies and practices	TQ6
Availability, use, and adequacy of resources	TQ1
Use of homework	TQ1
Use of homework	TQ1

Response to Intervention-related policies and practices	TQ7
Response to Intervention-related policies and practices	TQ6
Professional development activities	TQ4

Professional development activities; Response to Intervention-related policies and practices	TQ6
Response to Intervention-related policies and practices	TQ6
	N/A

Spring Fourth-Grade Special Education Teacher Teacher-Level Qu

Item #	Item Stem	Source
1	What is your gender?	ECLS-K
2	In what year were you born?	ECLS-K
3	Are you Hispanic or Latino?	ECLS-K
4	<p>Which best describes your race? MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.</p> <p>American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White</p>	ECLS-K
5	<p>What is the highest level of education you have completed? Did not complete high school; High school diploma or equivalent/GED; Some college or technical or vocational school; Associate's degree; Bachelor's degree; Master's degree; An advanced professional degree beyond a master's degree (for example, Ph.D., MD)</p>	ECLS-K
6	Is this school year the first year you have worked with children in this school?	ECLS-K:2011
7	Counting this school year, how many <u>total</u> years have you been working with children receiving special education or related services in any school, including years in which you worked part time?	ECLS-K
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

9 a-m	<p>Which of the following credentials, licenses, or certificates do you have for working with children with disabilities? DO NOT INCLUDE ACADEMIC DEGREES, SUCH AS A BACHELOR'S DEGREE, MASTER'S DEGREE OR PH.D.</p> <ul style="list-style-type: none"> a. Emergency credential b. Provisional or temporary credential c. Disability-specific credential or endorsement d. Special education credential or endorsement (for more than one disability category) e. General education credential f. Speech/language therapy state license or certification g. Physical therapy state license or certification h. Occupational therapy state license or certification i. Social work license or certification j. School psychology license or certification k. Clinical psychology license or certification l. Certificate of Clinical Competence m. Other professional license, credential, or endorsement <p>(PLEASE SPECIFY)</p>	ECLS-K
10	<p>Have you taken the exam for National Board for Professional Teaching Standards certification?</p> <p>Not taken; Taken and passed; Taken and have not yet passed; Taken and awaiting test results; Not applicable</p>	ECLS-K

11 a-r	<p>Have you ever taken a college course in the following areas?</p> <ul style="list-style-type: none"> a. Early childhood education b. Early childhood special education c. Elementary education d. Child development e. English as a Second Language (ESL) or teaching English language learners f. General special education g. Learning disabilities h. Intellectual disability * i. Orthopedic impairments j. Serious emotional disturbance k. Deafness and hearing l. Blindness and vision m. Communication disorders n. Infants and toddlers with disabilities o. Physical therapy p. Occupational therapy q. School psychology r. Classroom management 	ECLS-K
12 a-d	<p>Have you ever taken a college course that addressed issues related to the following?</p> <ul style="list-style-type: none"> a. Using published research evidence to identify and select effective interventions and supports for students b. Using formal assessment data to inform the choice of READING interventions and supports for students c. Using formal assessment data to inform the choice of MATH interventions and supports for students d. Using data to inform the choice of behavioral interventions and supports for students 	ECLS-K:2011 Grade 1
13	<p>Which of the following best describes your current position in this school?</p> <p>Special education teacher; Special education teacher consultant; General education teacher; Special education classroom aide; Speech-language pathologist; Physical therapist; Physical therapy assistant or aide; Occupational therapist; Occupational therapy assistant or aide; School psychologist; School counselor; School social worker; Other (PLEASE SPECIFY)</p>	ECLS-K

14	<p>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?</p> <p>Regular full-time teacher/service provider; Regular part-time teacher/service provider; Itinerant teacher/service provider (that is, your assignment requires you to provide instruction/related services at more than one school); Long-term substitute (that is, your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute); Teacher aide; Other (PLEASE SPECIFY)</p>	ECLS-K
15 a-e	<p>During this school year, where have you worked with children with IEPs? INCLUDE ONLY CHILDREN WHO ATTEND THIS SCHOOL.</p> <p>a. In a general education classroom b. In a special education classroom c. In a non-classroom space (for example, office, therapy room, small work space, mobile van, etc.) d. In a location outside of the school setting (for example, a child's home, a private clinic, etc.) e. Other (PLEASE SPECIFY)</p>	ECLS-K
16 a-d	<p>Please indicate the extent to which you agree or disagree with each of the following statements.</p> <p>a. I really enjoy my present job. b. I am certain I am making a difference in the lives of the children I work with. c. If I could start over, I would choose this career again. d. I am satisfied with my class size/caseload.</p>	ECLS-K
17	<p>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? 1-10; 11-20; 21-40; More than 40; Don't know</p>	ECLS-K
18	Date questionnaire completed:	

Questionnaire, Appendix H

Construct	Research Question
Teacher demographic information	SEQ4
Teacher demographic information	SEQ4
Teacher demographic information	SEQ4
Teacher demographic information	SEQ4
Teacher's education	SEQ4
First year teaching in current school	SEQ4
Teaching experience in special education	SEQ4
Total years teaching experience	SEQ4

Teaching certification, credentials, and licenses	SEQ4
Teaching certification, credentials, and licenses	SEQ4

Teacher's education	SEQ4
Teacher's education; Response to Intervention-related practices	SEQ4
Teaching position and assignment	SEQ4

Teaching position and assignment	SEQ4
Locations in which teacher delivers services	SEQ1, SEQ3, SEQ5
Teacher's sense of efficacy; Job satisfaction	SEQ4
Teaching student caseload	SEQ4, SEQ5
	N/A

Spring Fourth-Grade Special Education Teacher Child-Level Questionnaire, Appendix

Item #	Item Stem	Source
1	Is this child currently receiving gifted/talented services through an IEP, or has the child received such services during this school year?	ECLS-K
2	Is this child currently receiving special education services through an IEP due to a disability or has the child received such services during this school year?	ECLS-K
3 a-f	<p>In what capacity or capacities do you teach or provide services to this child?</p> <p>a. Provide instruction directly to the child</p> <p>b. Provide related services directly to the child</p> <p>c. Provide consultation services directly to the child</p> <p>d. Provide indirect consultation services (for example, consultation to the child's teacher)</p> <p>e. Provide case management</p> <p>f. Other (PLEASE SPECIFY)</p>	ECLS-K
4	<p>When was this child first <u>determined eligible</u> for special education or related services?</p> <p>Before kindergarten; During kindergarten; During first grade; During second grade; During third grade; During fourth grade; Other (PLEASE SPECIFY); Don't know</p>	ECLS-K
5	Is this the first school year that the child has been <u>receiving</u> special education services?	ECLS-K
6	<p>When did this child first start <u>receiving</u> special education or related services?</p> <p>Before kindergarten; During kindergarten; During first grade; During second grade; During third grade; Other (PLEASE SPECIFY); Don't know</p>	ECLS-K
7	<p>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?</p> <p>Not at all; Somewhat; Extensively</p>	ECLS-K
8	<p>To what extent did you communicate with the person(s) who provided special education for this child last year?</p> <p>Not at all; Somewhat; Extensively; I provided special education for this child last year.</p>	ECLS-K
9	<p>Have you reviewed this child's records related to special education services provided before this school year?</p> <p>Yes; No, I don't have access to the records; No, I have access to the records, but have not reviewed them; No, I provided special education to this child last year</p>	ECLS-K

10	<p>What is this child's <u>primary</u> disability as identified on the child's IEP? PLEASE SELECT THE CATEGORY BELOW INTO WHICH THE CHILD'S PRIMARY DISABILITY FITS BEST.</p> <p>Speech or language impairments; Specific learning disabilities; Emotional disturbance; Intellectual disability *; Developmental delay; Visual impairments «including blindness»; Hearing impairments «including deafness»; Orthopedic impairments; Other health impairments; Autism; Traumatic brain injury; Deaf-blindness; Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay); No classification is given</p>	ECLS-K
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THE REST OF THE ITEMS IN THIS QUESTIONNAIRE REFER TO THIS CHILD'S SPECIAL EDUCATION EXPERIENCE

11 a-n	<p>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?</p> <ol style="list-style-type: none"> Speech or language impairments Specific learning disabilities Emotional disturbance Intellectual disability * Developmental delay Visual impairments «including blindness» Hearing impairments «including deafness» Orthopedic impairments Other health impairments Autism Traumatic brain injury Deaf-blindness Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay) No classification given. 	ECLS-K
12	<p>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)?</p>	ECLS-K

13 a-p	<p>During this school year, which of the following describe(s) the IEP goals for this child?</p> <p>Academics</p> <ul style="list-style-type: none"> a. Reading b. Mathematics c. Language Arts d. Science <p>Speech and language</p> <ul style="list-style-type: none"> e. Auditory processing f. Listening comprehension g. Oral expression h. Voice/speech articulation i. Language pragmatics <p>Social</p> <ul style="list-style-type: none"> j. Social skills k. General appropriateness of behavior <p>Life skills</p> <ul style="list-style-type: none"> l. Adaptive behavior or self-help skills <p>Physical/Mobility</p> <ul style="list-style-type: none"> m. Fine motor skills n. Gross motor skills o. Orientation and mobility <p>Other</p> <ul style="list-style-type: none"> p. Other (PLEASE SPECIFY) 	ECLS-K
14 a-m	<p>During this school year, which of the following related services have been provided through the school to this child?</p> <ul style="list-style-type: none"> a. Audiology b. Counseling services c. Occupational therapy d. Physical therapy e. Psychological services f. Health services g. Social work services h. Special transportation i. Speech or language therapy j. Orientation services k. Mobility services l. Rehabilitation services m. Other (PLEASE SPECIFY) 	ECLS-K

15 a-n	<p>During this school year, has this child received any of the following?</p> <ul style="list-style-type: none"> a. Adaptive physical education b. Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide) c. Interpreter for the deaf or hard of hearing (oral or sign) d. Teacher used Braille to provide instruction e. Child was taught how to use Braille f. Teacher used American Sign Language to provide instruction g. Child was taught how to use American Sign Language h. Teacher used Manual English to provide instruction i. Child was taught how to use Manual English j. Teacher used Cued Speech to provide instruction k. Child was taught how to use Cued Speech l. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child m. Tutoring/remediation from special education teacher n. Training, counseling, and other supports/services provided to this child's family 	ECLS-K
16	<p>During this school year, has this child's primary placement been a general education classroom?</p>	ECLS-K
17	<p>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?</p>	ECLS-K
18	<p>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?</p>	ECLS-K
19 a-l	<p>During this school year, what teaching practices and methods have you and/or other special education service providers used with this child?</p> <ul style="list-style-type: none"> a. One-on-one instruction b. Small-group instruction c. Large-group instruction d. Co-teaching (see definition above) e. Cooperative learning f. Peer tutoring g. Computer-based instruction h. Direct instruction i. Cognitive strategies j. Self-management k. Behavior management l. Instruction received through a sign interpreter 	ECLS-K

20	<p>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?</p> <p>General education curriculum materials were used without modification; General education curriculum materials were used with some modifications; General education curriculum materials were used with substantial modifications; Specially-designed commercial materials were used; Teacher-designed materials were used; Child not in this setting; Don't know</p>	ECLS-K
21	<p>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?</p> <p>General education curriculum materials were used without modification; General education curriculum materials were used with some modifications; General education curriculum materials were used with substantial modifications; Specially-designed commercial materials were used; Teacher-designed materials were used; Child not in this setting; Don't know</p>	ECLS-K
22	<p>During this school year, has this child had the assistance of a service animal while at school? A SERVICE ANIMAL IS ANY GUIDE DOG, SIGNAL DOG, OR OTHER DOG INDIVIDUALLY TRAINED TO PROVIDE ASSISTANCE TO AN INDIVIDUAL WITH A DISABILITY. SERVICE ANIMALS CAN BE USED FULL TIME OR IN-SCHOOL ONLY AS PART OF A PROGRAM SUCH AS ANIMAL ASSISTED THERAPY (AAT).</p> <p>Yes, this child has been assisted by his/her own service dog at school; Yes, this child has been assisted by a service dog provided by a school program; No, this child has not been assisted by a service dog at school;</p>	ECLS-K:2011

23 a-z	<p>During this school year, which of the following assistive technologies and devices has this child used?</p> <p>Mobility aids</p> <ul style="list-style-type: none"> a. Vans, vehicles b. Wheelchair c. Walker d. White cane <p>Communication aids</p> <ul style="list-style-type: none"> e. Electronic with voice output (for example, Touch Talker) f. Electronic without voice output (for example, device with visual display or printed speech output) g. Non-electronic (for example, manual printing board) <p>Hearing assistance</p> <ul style="list-style-type: none"> h. Hearing aids i. FM loops j. TTYs/TDDs k. Cochlear implants l. Real-time captioning <p>Visual aids</p> <ul style="list-style-type: none"> m. Braille texts n. Electronic Braille devices o. Digital texts p. Magnifying devices q. Close-captioned television (CCTV) <p>Learning aids (non-computer)</p> <ul style="list-style-type: none"> r. Tape recorder s. Calculator t. Electronic spelling devices <p>Computer hardware designed or adapted for children with disabilities (for example, alternate keyboards, switch interface)</p> <ul style="list-style-type: none"> u. Used solely by individual child v. Shared with other children <p>Computer software designed for children with disabilities</p> <ul style="list-style-type: none"> w. Reading x. Writing y. Mathematics <p>Other assistive technologies or devices</p> <ul style="list-style-type: none"> z. Other (PLEASE SPECIFY) 	ECLS-K
24	Does this child have a computer, laptop, or word processing device assigned to him/her for use full time this school year?	ECLS-K
25	<p>During this school year, on average, how often have you met with general education teacher(s) to discuss this child's program or progress?</p> <p>Not applicable because I am the child's general education teacher; Not applicable to my work with this child; Every day or several times a week; Once a week or several times a month; Once a month; A few times over the school year; Once during this school year; Never during this school year</p>	ECLS-K

26	<p>On average, how long were the meetings with the general education teacher(s) to discuss this child's program or progress? 1 to 15 minutes ; 16 to 30 minutes; 31 to 45 minutes; 46 to 60 minutes; More than 60 minutes</p>	ECLS-K
27	<p>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)? Every day or several times a week; Once a week or several times a month; Once a month; A few times over the school year; Once during this school year; Never during this school year</p>	ECLS-K
28 a-h	<p>During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals? a. Psychological b. Speech/language c. Vision d. Hearing e. Learning style f. Motor skills g. Academics h. Other (PLEASE SPECIFY)</p>	ECLS-K
29	<p>To what extent is this child expected to achieve the same general education goals as other children at his/her grade level this school year? Child is expected to attain grade level achievement for all of the academic content standards; Child is expected to attain grade level achievement for some of the academic content standards; Child is expected to attain grade level achievement for only a few of the academic content standards; Child is not expected to attain grade level achievement for any of the academic content standards; There are no academic content standards at this grade level; Don't know</p>	ECLS-K
30	<p>What percentage of this child's current IEP goals have been met or nearly met at this point in the school year? 76 to 100 percent; 51 to 75 percent; 26 to 50 percent; 1 to 25 percent; 0 percent</p>	ECLS-K
31	<p>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? Definitely will continue in special education; Very likely to continue in special education; Rather likely to continue in special education; Rather unlikely to continue in special education; Very unlikely to continue in special education; Definitely will not continue in special education (will be dismissed from services)</p>	ECLS-K

32	<p>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? Child did not participate in the school's testing or assessment program; Child participated in alternate assessments and no regular assessments; Child participated in some alternate assessments and some regular assessments; Child participated fully in the school's regular testing or assessment program; There is no testing or assessment program at this grade level; Don't know</p>	ECLS-K
33	<p>Did this child receive special accommodations to participate in the school's regular testing or assessment program this school year?</p>	ECLS-K
34	<p>In which grade is this child enrolled? Kindergarten; First grade; Second grade; Third grade; Fourth grade; Fifth grade or higher; This child is in an ungraded classroom</p>	ECLS-K
35	<p>Date Questionnaire Completed:</p>	

H

Construct	Research Question
Child's receipt of services: gifted/talented	SEQ1
Child's receipt of services: special education	SEQ1
Type of special education services	SEQ1
Length of diagnosis and services	SEQ7
Age/Grade of first IEP and services for child	SEQ7
Age/Grade of first IEP and services for child	SEQ7
Transition activities	SEQ1
Transition activities	SEQ1
Transition activities	SEQ1

Child's disability	SEQ2
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DURING THE CURRENT SCHOOL YEAR.

Child's disability	SEQ2
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Child's disability	SEQ2
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IEP goals	SEQ5
Type of special education services	SEQ1, SEQ2

Type of special education services	SEQ1, SEQ2
Child's classroom placement	SEQ1;SEQ3, SEQ5
Frequency of special education services	SEQ1
Frequency of special education services: outside general education classroom	SEQ1, SEQ3
Teaching methods and materials	SEQ1, SEQ2

Teaching methods and materials	SEQ1, SEQ2
Teaching methods and materials	SEQ1, SEQ2
Teaching methods and materials: assistive technology	SEQ1, SEQ2

Teaching methods and materials: assistive technology	SEQ2, SEQ5
Teaching methods and materials: assistive technology	SEQ5, SEQ7
Staff communication	SEQ5, SEQ7

Staff communication	SEQ5, SEQ7
Parent communication	SEQ6
Participation in assessment	TQ3, SEQ5, SEQ7
Expectation for achievement of general education goals	TQ3, SEQ5
IEP goal achievement	SEQ1; SEQ7
IEP goal achievement	TQ3, SEQ7

Participation in assessment	TQ3, SEQ3, SEQ5
Participation in assessment: special accommodations	TQ3, SEQ3, SEQ5
Current grade level	N/A
N/A	N/A

Spring Fourth-Grade

Section	Item #
School Characteristics	A1
	A2 a-d
	A3
	A4
	A5
	A6
	A7
	A8 a-h

	A9
	A10 a-c
	A11
School-Family- Community Connections	B1 a-f
	B2 a-b
	B3

	B4
	B5 a-b
	B6 a-f
	B7 a-i
	B8 a-g
	B9 a-f

	B10 a-k
	B11
	B12
School Policies and Practices	C1
	C2
	C3
	C4 a-d

	C5
	C6 a-d
	C7
	C8 a-d
	C9
	C10 a-b
	C11
School Programs for Particular Populations	D1
	D2

	D3
	D4 a-c
	D5
	D6
	D7a-b
	D8 a-e
	D9

Federal Programs: Title I, Adequate Yearly Progress, and Title III	
	E1
	E2
	E3
	E4
	E5
Staffing and Teacher Characteristics	F1 a-f
	F2 a-h

	F3 a-e
	F4 a-b
	F5 a-b
	F6
	F7
	F8
School Administrator Characteristics	G1
	G2
	G3
	G4
	G5 a-c

	G6 a-f
	G7
	G8 a-f
	G9
	G10
	G11
	G12
	G13
	G14

School Administrator Questionnaire For New Schools, Appendix H

Item Stem	Source
How many instructional days will this school provide during this academic year? IF THIS IS A YEAR-ROUND SCHOOL, PLEASE PROVIDE THE NUMBER OF INSTRUCTIONAL DAYS A GIVEN CHILD WOULD ATTEND.C15	ECLS-K
<p>School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING.</p> <p>a. Total enrollment in <u>fourth grade</u> in your school around October 1, 2014, or the date nearest to that for which data are available</p> <p>b. Total enrollment for your school (across all grades) around October 1, 2014, or the date nearest to that for which data are available</p> <p>c. Number of children who have enrolled in your school since October 1, 2014</p> <p>d. Number of children who have left your school since October 1, 2014, and have not returned</p>	ECLS-K
Approximately, what is the <u>Average Daily Attendance</u> for your school this year? WRITE IN PERCENT OR NUMBER BELOW. TO CALCULATE PERCENT, DIVIDE THE NUMBER OF STUDENTS ATTENDING ON AN AVERAGE DAY BY THE NUMBER OF STUDENTS ENROLLED AND THEN MULTIPLY BY 100.	ECLS-K
Mark all grade levels included in your school.	ECLS-K
<p>Which of the following characterizes your school? MARK ALL THAT APPLY.</p> <p>Regular public school (not including magnet school)</p> <p>Public magnet school</p> <p>Charter school</p> <p>Catholic school: Diocesan; Parish; Private order</p> <p>Other private school, religious affiliation</p> <p>Private school affiliated with NAIS, no religious affiliation</p> <p>Other private school, no religious or NAIS affiliation</p> <p>Early childhood center (school/center includes preschool and/or early grades)</p> <p>Special education school -- primarily serves children with disabilities</p> <p>Year-round school</p> <p>Bureau of Indian Education (BIE) or tribal school</p>	ECLS-K
IF YOU MARKED "CHARTER SCHOOL" IN Q 15, GO TO Q A6. IF YOU DID NOT MARK "CHARTER SCHOOL," THEN SKIP TO Q A8.	
In what year did this school start providing instruction as a public CHARTER school?	ECLS-K
Which of the following characterizes your public CHARTER school? For profit; Not for profit	ECLS-K
Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups? COMPLETE EITHER THE NUMBER OR PERCENT COLUMN. ENTER "0" IF YOUR SCHOOL HAS NO CHILDREN IN THAT RACIAL/ETHNIC GROUP. THE NUMBER COLUMN SHOULD ADD TO YOUR TOTAL SCHOOL ENROLLMENT OR THE PERCENT COLUMN SHOULD ADD TO 100%.	ECLS-K

<ul style="list-style-type: none"> a. Hispanic/Latino of any race b. American Indian or Alaska Native, not Hispanic or Latino c. Asian, not Hispanic or Latino d. Black or African American, not Hispanic or Latino e. Native Hawaiian or Other Pacific Islander, not Hispanic or Latino f. White, not Hispanic or Latino g. Two or more races, not Hispanic or Latino h. Total school enrollment (sum of a through g) 	
<p>If your school is a private, magnet, or charter school, please check here and SKIP TO Q A11.</p>	<p>ECLS-K:2011 Grade 1</p>
<p>About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because....</p> <ul style="list-style-type: none"> a. They have special needs (gifted and talented, children with disabilities, etc.) and attend to receive a specialized program or service? b. They transferred into the school because their previous school did not make adequate yearly progress (AYP)? (Adequate yearly progress is your state's measure of yearly progress toward achieving state academic standards.) c. They attend this school under public school choice for reasons other than their assigned school did not make AYP (that is, excluding those who are reported in b)? 	<p>ECLS-K</p>
<p>About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?</p>	<p>ECLS-K</p>
<p>Please indicate how often each of the following activities is provided by your school.</p> <ul style="list-style-type: none"> a. PTA, PTO, or Parent-Teacher-Student organization meetings b. Reports (report cards) of children's performance provided to parents c. Information on the child's standardized assessment scores provided to parents d. Teacher-parent conferences e. School performances to which parents are invited f. Classroom programs like class plays, book nights, or family math nights 	<p>ECLS-K</p>
<p>During this school year, how often has your school used the following ways to communicate with <u>all parents</u>?</p> <ul style="list-style-type: none"> a. Electronic communication to <u>all parents</u>, such as group emails, electronic newsletters, website postings, "robocalls" (mass automated phone calls), text alerts, or other electronic notices for all parents b. Non-electronic communications to <u>all parents</u>, such as letters, newsletters, phone calls, or other non-electronic messages for all parents 	<p>ECLS-K:2011</p>
<p>During this school year, has your school used an online tool or website that is available to the general public and that parents can access <u>without</u> a login or password?</p>	<p>ECLS-K:2011</p>

<p>During this school year, has your school (or any teacher)) used an online tool or website that parents can only access <u>with</u> a login or password to get information about their child, the child's class, or the school?</p>	<p>ECLS-K:2011</p>
<p>Have the following types of information been provided in the online tool or website that parents can only access <u>with</u> a login and password?</p> <ul style="list-style-type: none"> a. Classroom-specific assignments, including homework b. Child- or parent-specific information, such as progress reports between grading periods 	<p>ECLS-K:2011</p>
<p>How much of a problem are the following in the neighborhood where this school is located?</p> <ul style="list-style-type: none"> a. Tensions based on dracial, ethnic, or religious differences b. Selling or using drugs or excessive drinking in public c. Gangs d. Vacant houses and buildings e. Crime in the neighborhood f. Violence in the neighborhood 	<p>ECLS-K</p>
<p>To the best of your knowledge how often do the following types of problems occur at your school?</p> <ul style="list-style-type: none"> a. Children bringing weapons to school b. Theft c. Physical conflicts among students d. Children bringing in or using alcohol at school e. Children bringing in or using illegal drugs at school f. Vandalism of school property g. Student bullying h. Widespread disorder in classrooms i. Class cutting 	<p>ECLS-K</p>
<p>Does your school take any of the following measures to ensure the safety of children?</p> <ul style="list-style-type: none"> a. Security guards, unarmed b. Security guards, armed c. Metal detectors d. Locked doors during the school day e. A requirement that visitors sign in f. Intercoms or telephones in classrooms g. Other (PLEASE SPECIFY) 	<p>ECLS-K</p>
<p>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.</p> <ul style="list-style-type: none"> a. Student tardiness b. Student absenteeism c. Student aggressive or disruptive behavior 	<p>ECLS-K</p>

d. Teacher absenteeism e. Teacher turnover f. Overcrowding	
During the past year, to what extent did any of the following changes occur at your <u>school</u> ?	ECLS-K
a. Funding levels decreased b. Enrollment increased c. Enrollment decreased d. The number of students receiving free or reduced-price lunch increased e. Student mobility increased (that is, the number of students transferring in and out of the school increased) f. There has been a reduction in staffing g. Class sizes increased h. Class sizes decreased i. Salaries increased j. Salaries decreased k. Number of English language learners increased	
During the past year, were salaries frozen at your <u>school</u> ?	ECLS-K:2011 Grade 1
IF YOUR SCHOOL IS A PRIVATE, MAGNET, OR CHARTER SCHOOL, SKIP TO C1. IF YOUR SCHOOL IS <u>NOT</u> A PRIVATE, MAGNET OR CHARTER SCHOOL, GO TO Q B12.	
During the past year, were changes made to your <u>school's</u> assigned attendance area?	ECLS-K:2011 Grade 1
How many <u>third-grade children</u> were retained at their current grade level last school year?	ECLS-K
How many <u>fourth-grade children</u> were retained at their current grade level last school year?	ECLS-K
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
For each of the following statements about READING and MATH, indicate how strongly you agree or disagree. For READING a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in READING. b. At this school, we use data from screening tests to determine if core instruction in READING is meeting the needs of most of our students. For MATH c. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in MATH.	Adapted from WA (RTI) and HB 2136: Spring 2010

d. At this school, we use data from screening tests to determine if core instruction in MATH is meeting the needs of most of our students.	
Is Response to Intervention (RtI) currently used at your school in <u>fourth grade</u> , either partially or fully implemented? RESPONSE TO INTERVENTION (RTI) IS A MULTI-STEP APPROACH TO PROVIDING EARLY AND PROGRESSIVELY INTENSIVE INTERVENTION AND MONITORING WITHIN THE GENERAL EDUCATION SETTING.	Adapted from IDEA national Assessment Implementation Study (LEA)
Is RtI currently implemented at your school in <u>fourth grade</u> in the following areas? a. Math b. Reading c. Writing d. Behavior/Social skills	Adapted from IDEA national Assessment Implementation Study (LEA)
Approximately how many years ago did your school begin implementing RtI in <u>fourth grade</u> in any subject? Less than 1 year ago; 1 to 2 years ago; More than 2 years ago	ECLS-K:2011 Grade 1
For the 2014-2015 school year, how has your school made information available to parents/guardians to help them understand how RtI is being implemented in your school? a. Communication through written materials such as letters, email, school website, or newsletters b. Communication through workshops, discussion groups, or other meetings such as PTA meetings c. Communication through individual meetings with parents or phone calls d. Information is not distributed on this topic	Adapted from IDEA national Assessment Implementation Study (LEA)
Has your school implemented the Common Core State Standards at any grade(s)?	ECLS-K:2011
Are the Common Core State Standards currently implemented at your school in <u>fourth grade</u> in the following areas? a. Reading and Language Arts b. Mathematics	ECLS-K:2011
Approximately how many years ago did your school begin implementing the Common Core State Standards in any grade or subject? Less than 1 year ago; 1 to 2 years ago; More than 2 years ago	ECLS-K:2011
Do any of the children in this school come from a home where a language other than English is spoken?	ECLS-K
What percentage of children in this school are English language learners (ELL)?	ECLS-K

<p>What percentage of children in <u>fourth grade</u> are English language learners (ELL)?</p>	<p>ECLS-K</p>
<p>Are any of the following services provided to families of children from households where a language other than English is spoken?</p> <p>a. Translators are made available to parents for parent/teacher and parent/school staff meetings and/or meetings are conducted in the parents' non-English language.</p> <p>b. Translations of written communications are provided to these parents.</p> <p>c. Home visits are made to families of these children.</p>	<p>ECLS-K</p>
<p>Since the beginning of this school year (2014-2015), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP?</p>	<p>Adapted from IDEA national Assessment Implementation Study (LEA)</p>
<p>Of those students who have been NEWLY evaluated at your school this school year (2014-2015), how many were found eligible for an IEP, including those who may have an IEP for speech only?</p>	<p>Adapted from IDEA national Assessment Implementation Study (LEA)</p>
<p>What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities? IF A COMBINATION OF THESE METHODS IS USED AT YOUR SCHOOL, MARK YES FOR BOTH A AND B. RESPONSE TO INTERVENTION (RTI) IS A MULTI-STEP APPROACH TO PROVIDING EARLY AND PROGRESSIVELY INTENSIVE INTERVENTION AND MONITORING WITHIN THE GENERAL EDUCATION SETTING.</p> <p>a. IQ-achievement discrepancy model which shows whether there is a discrepancy between <i>expected</i> performance and <i>actual</i> performance</p> <p>b. Response to Intervention (RtI) model</p>	<p>Adapted from IDEA national Assessment Implementation Study (LEA)</p>
<p>Approximately what percentage of your <u>fourth-graders</u> are in each of the following instructional programs? WRITE PERCENTAGES IN BOXES. IF NONE, WRITE "0" AND INDICATE IF THE PROGRAM IS NOT OFFERED IN <u>FOURTH GRADE</u> OR IN ANY GRADE IN YOUR SCHOOL.</p> <p>a. Special education with an Individualized Education Program (IEP)</p> <p>b. Receive accommodations through a 504 plan</p> <p>c. Reading instruction for students performing below grade level in reading</p> <p>d. Math instruction for students performing below grade level in math</p> <p>e. A gifted and talented program</p>	<p>ECLS-K</p>
<p>Where are children with Individualized Education Programs (IEPs) typically served in this school? Children with IEPs are not served in this school; Children with IEPs typically spend most of their day in separate classes; Children with IEPs typically spend most of their day in the regular classroom</p>	<p>ECLS-K</p>

<p>The following items pertain to public schools only. IF YOURS IS A PRIVATE SCHOOL CHECK HERE.</p>	<p>ECLS-K:2011</p>
<p>Did your school receive Federal Title I funds for this school year?</p>	<p>ECLS-K:2011</p>
<p>Is your school operating a Title I targeted assistance or schoolwide program? Targeted assistance program; Schoolwide program</p>	<p>ECLS-K:2011</p>
<p>Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.")</p>	<p>ECLS-K:2011</p>
<p>At the end of the LAST school year (2013-2014), did this school make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.)</p>	<p>ECLS-K:2011, based on NCLB Title I regulations</p>
<p>At the end of the LAST school year (2013-2014), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements? (A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.)</p>	<p>ECLS-K:2011, based on NCLB Title I regulations</p>
<p>Approximately how many staff members does your school currently have in the following categories? PLEASE PROVIDE RESPONSES IN COLUMN (1) FOR STAFF MEMBERS WHO WORK FULL TIME AT YOUR SCHOOL AND IN COLUMN (2) FOR STAFF WHO WORK PART TIME AT YOUR SCHOOL. IF A STAFF MEMBER IS SHARED WITH OTHER SCHOOLS, COUNT THAT PERSON AS "PART TIME" IN YOUR SCHOOL. PLACE EACH STAFF MEMBER IN ONLY ONE STAFF CATEGORY; IF A STAFF MEMBER FITS MORE THAN ONE CATEGORY, PICK THE CATEGORY MOST DESCRIPTIVE OF HIS/HER WORK.</p> <ul style="list-style-type: none"> a. Regular classroom teachers b. ESL/bilingual education/language immersion/ELL instruction teachers c. Drama, music, or art teachers d. Gym/PE or health teachers e. Special education teachers and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.) f. Paraprofessionals (for example, classroom aides) 	<p>ECLS-K</p>
<p>Does your school currently have any staff members (full- or part-time) in the following categories? INCLUDE THOSE WHO ARE FULL- OR PART-TIME STAFF MEMBERS AT YOUR SCHOOL.</p> <ul style="list-style-type: none"> a. Teachers of gifted/talented students b. Reading specialists and interventionists c. Math specialists and interventionists d. School nurses or health professionals e. School psychologists or social workers f. Guidance counselors g. Library media specialists/librarians h. Computer/technology teachers or support staff 	<p>ECLS-K:2011, Grade 1</p>

Does your school currently have any staff members who do the following as their primary role or one of their primary roles? INCLUDE THOSE WHO ARE FULL- OR PART-TIME STAFF MEMBERS AT YOUR SCHOOL.	ECLS-K
a. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction	
b. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction	
c. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports	
d. A school staff member who supports teachers in collecting, organizing, and managing assessment data	
e. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction	
Please indicate the number of regular classroom teachers who have joined or left your school since October 1, 2014.	ECLS-K
a. Number of regular classroom teachers who have begun teaching in your school since October 1, 2014	
b. Number of regular classroom teachers who have left your school since October 1, 2014	
Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for...	ECLS-K:2011, Grade 1
a. Improved student performance on state tests?	
b. Reaching target goals on state tests?	
Did this school's principal (or head administrator) complete the majority of the previous sections or was the majority completed by someone else?	ECLS-K
If a person other than the school's principal (or head 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
How long has the individual listed above been employed at this school?	ECLS-K
What is your gender?	ECLS-K
In what year were you born?	ECLS-K
Are you Hispanic or Latino?	ECLS-K
Which best describes your race? MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE. American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White	ECLS-K
How many years of experience do you have in each of the following positions, including years in which you worked part time?	ECLS-K:2011, Grade K

<p>a. Years as a teacher before becoming a school administrator</p> <p>b. Total numbers of years as a school administrator</p> <p>c. Number of years as school administrator at this school</p>	
<p>Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator?</p> <p>a. Traditional university-based training and certification program</p> <p>b. District-based training program (for example, the Boston Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program)</p> <p>c. City-based training program (for example, Cleveland's First Ring Leadership Academy)</p> <p>d. State-based training program (for example, New Jersey EXCEL)</p> <p>e. Training and/or certification program run by a national non- profit organization (for example, KIPP School Leadership Program, New Leaders for New Schools)</p> <p>f. Another school administration preparation program</p>	ECLS-K
<p>What is the highest level of education you have completed? High school diploma or equivalent/GED; Associate's degree; Bachelor's degree; At least one year of coursework beyond a Bachelor's degree but not a graduate degree; Master's degree; Education specialist or professional diploma based on at least one year of coursework past a Master's degree level; Doctorate or an advanced professional degree beyond a Master's degree (for example, MD, EdD)</p>	ECLS-K
<p>What was your major field(s) of study in the highest degree you completed?</p> <p>a. Early childhood education</p> <p>b. Elementary education</p> <p>c. Education administration/management</p> <p>d. Special education</p> <p>e. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)</p> <p>f. Non-education major (such as history, English, etc.)</p>	ECLS-K
<p>What is your best estimate of the percentage of children in your school you know by name? Nearly every child; 75% or more; 51% to 75%; 26% to 50%; 25% or less</p>	ECLS-K
<p>During school hours, do you speak a language other than English with students at your school whose native language is not English?</p>	ECLS-K
<p>Do you speak a language other than English with students' families whose native language is not English?</p>	ECLS-K
<p>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 G14.</p>	ECLS-K
<p>What language(s) other than English do you speak with students at your school or with their families? Spanish; Vietnamese; A Chinese language; Japanese; Korean; A Filipino language; Arabic; Other (PLEASE SPECIFY)</p>	ECLS-K
<p>Date questionnaire completed/Questionnaire completed by:</p>	ECLS-K

Construct	Research Question
Length of school year	SAQ1
Enrollment and attendance	SAQ2
Enrollment and attendance	SAQ7
School type (grade levels)	SAQ2
School type (public/private/affiliation; grades; magnet; etc)	SAQ2
N/A	N/A
School type (public/private/affiliation; grades; magnet; etc)	SAQ2
School type (public/private/affiliation; grades; magnet; etc)	SAQ2
Student demographic information: race/ethnicity distribution	SAQ2

School type (public/private/affiliation; grades; magnet; etc)	SAQ2
Student demographic information: transfers from outside attendance area	SAQ2
Student demographic information: indicator of poverty	SAQ2
School-based programs or services for parents and families	SAQ3, SAQ4
Parent outreach and communication	SAQ3, SAQ4
Parent outreach and communication	SAQ3, SAQ4

Parent outreach and communication	SAQ3, SAQ4
Parent outreach and communication	SAQ3, SAQ4
Neighborhood problems	SAQ6
School safety	SAQ7
Measures taken to ensure school safety	SAQ7
Enrollment and attendance; School climate; Teacher mobility	SAQ7

Recent changes at the school	SAQ2
Recent changes at the school	SAQ2
Recent changes at the school	SAQ2
Retention policies and practices	SAQ2
Retention policies and practices	SAQ2
Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices	SAQ9

Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices; parent outreach and communication	SAQ9, SAQ3
Implementation of Common Core State Standards	SAQ10
Implementation of Common Core State Standards	SAQ10
Implementation of Common Core State Standards	SAQ10
Student demographic information: language other than English	SAQ2
Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2

Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2
Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ5
Evaluation for IEP	SAQ9
Special education eligibility	SAQ9
Special education eligibility	SAQ9
Delivery of special education and related services to children with disabilities	SAQ4
Delivery of special education and related services to children with disabilities	SAQ4

N/A	NA
Services and programs: Title I	SAQ2
Services and programs: Title I	SAQ2
Services and programs: Title III	SAQ2
School status relative to Adequate Yearly Progress (AYP)	SAQ2
School status relative to Adequate Yearly Progress (AYP) and school improvement	SAQ2
Numbers of full- and part- time teachers, specialists, nurses, and paraprofessionals	SAQ2
Number of staff members and specialists	SAQ2

Response to Intervention-related policies and practices	SAQ9
Teacher mobility	SAQ2; SAQ7
Teacher Incentives	SAQ2
N/A	N/A
N/A	N/A
School administrator demographic information	SAQ8
School administrator demographic information	SAQ8
School administrator demographic information	SAQ8
School administrator demographic information	SAQ8
School administrator's experience	SAQ8
School administrator's formal education and training	SAQ8

School administrator's formal education and training	SAQ8
School administrator's formal education and training	SAQ8
School administrator's familiarity with students	SAQ8
School administrator's use of a non-English language	SAQ8
School administrator's use of a non-English language	SAQ8
School administrator's use of a non-English language	SAQ8
School administrator's use of a non-English language	SAQ8
School administrator's familiarity with students	SAQ8

Spring Fourth-Grade School A

Section	Item #
School Characteristics	A1
	A2 a-d
	A3
	A4
School-Family-Community Connections	B1 a-f
	B2 a-b
	B3

	B4
	B5 a-b
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School Policies and Practices	C1
	C2
	C3
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School Programs for Particular Populations	D1

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Federal Programs: Title I and Title III	E1
	E2
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Staffing and Teacher Characteristics	F1 a-f
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	F8
School Administrator Characteristics	G1
	G2
	G3
	G4
	G5 a-c

	G6 a-f
	G7
	G8 a-f
	G9
	G10

Administrator Questionnaire For Continuing Schools, Appendix H

Item Stem	Source
How many instructional days will this school provide during this academic year? IF THIS IS A YEAR-ROUND SCHOOL, PLEASE PROVIDE THE NUMBER OF INSTRUCTIONAL DAYS A GIVEN CHILD WOULD ATTEND.	ECLS-K
<p>School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING.</p> <p>a. Total enrollment in <u>fourth grade</u> in your school around October 1, 2014, or the date nearest to that for which data are available</p> <p>b. Total enrollment for your school (across all grades) around October 1, 2014, or the date nearest to that for which data are available</p> <p>c. Number of children who have enrolled in your school since October 1, 2014</p> <p>d. Number of children who have left your school since October 1, 2014, and have not returned</p>	ECLS-K
Approximately what is the <u>Average Daily Attendance</u> for your school this year? WRITE IN PERCENT OR NUMBER BELOW. TO CALCULATE PERCENT, DIVIDE THE NUMBER OF STUDENTS ATTENDING ON AN AVERAGE DAY BY THE NUMBER OF STUDENTS ENROLLED AND THEN MULTIPLY BY 100.	ECLS-K
About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?	ECLS-K
<p>Please indicate how often each of the following activities is provided by your school.</p> <p>a. PTA, PTO, or Parent-Teacher-Student organization meetings</p> <p>b. Reports (report cards) of children's performance provided to parents</p> <p>c. Information on the child's standardized assessment scores provided to parents</p> <p>d. Teacher-parent conferences</p> <p>e. School performances to which parents are invited</p> <p>f. Classroom programs like class plays, book nights, or family math nights</p>	ECLS-K
<p>During this school year, how often has your school used the following ways to communicate with <u>all parents</u>?</p> <p>a. Electronic communication to <u>all parents</u>, such as group emails, electronic newsletters, website postings, "robocalls" (mass automated phone calls), text alerts, or other electronic notices for all parents</p> <p>b. Non-electronic communications to <u>all parents</u>, such as letters, newsletters, phone calls, or other non-electronic messages for all parents</p>	ECLS-K:2011
During this school year, has your school used an online tool or website that is available to the general public and that parents can access <u>without</u> a login or password?	ECLS-K:2011

<p>During this school year, has your school (or individual teachers) used an online tool or website that parents can only access <u>with</u> a login or password to get information about their child, the child's class, or the school?</p>	ECLS-K:2011
<p>Have the following types of information been provided in the online tool or website that parents can only access <u>with</u> a login and password?</p> <ul style="list-style-type: none"> a. Classroom-specific assignments, including homework b. Child- or parent-specific information, such as progress reports between grading periods 	ECLS-K:2011
<p>To the best of your knowledge how often do the following types of problems occur at your school?</p> <ul style="list-style-type: none"> a. Children bringing weapons to school b. Theft c. Physical conflicts among students d. Children bringing in or using alcohol at school e. Children bringing in or using illegal drugs at school f. Vandalism of school property g. Student bullying h. Widespread disorder in classrooms i. Class cutting 	ECLS-K
<p>Does your school take any of the following measures to ensure the safety of children?</p> <ul style="list-style-type: none"> a. Security guards, unarmed b. Security guards, armed c. Metal detectors d. Locked doors during the school day e. A requirement that visitors sign in f. Intercoms or telephones in classrooms g. Other (PLEASE SPECIFY) 	ECLS-K
<p>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.</p> <ul style="list-style-type: none"> a. Student tardiness b. Student absenteeism c. Student aggressive or disruptive behavior d. Teacher absenteeism e. Teacher turnover f. Overcrowding 	ECLS-K
<p>During the past year, to what extent did any of the following changes occur at your <u>school</u>?</p> <ul style="list-style-type: none"> a. Funding levels decreased b. The number of students receiving free or reduced-price lunch increased 	ECLS-K

<p>c. There has been a reduction in staffing</p> <p>d. Class sizes increased</p> <p>e. Class sizes decreased</p> <p>f. Salaries increased</p> <p>g. Salaries decreased</p>	
During the past year, were salaries frozen at your <u>school</u> ?	
IF YOUR SCHOOL IS A PRIVATE, MAGNET, OR CHARTER SCHOOL, SKIP TO Q C1. IF YOUR SCHOOL IS <u>NOT</u> A PRIVATE, MAGNET, OR CHARTER SCHOOL, GO TO Q B11.	
During the past year, were changes made to your <u>school's</u> assigned attendance area?	
How many <u>third-grade children</u> were retained at their current grade level last school year?	
How many <u>fourth-grade children</u> were retained at their current grade level last school year?	ECLS-K:2011 Grade 1
Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school?	
For each of the following statements about READING and MATH, indicate how strongly you agree or disagree.	ECLS-K:2011 Grade 1
For READING	ECLS-K
a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in READING.	ECLS-K
b. At this school, we use data from screening tests to determine if core instruction in READING is meeting the needs of most of our students.	Adapted from FRSS 99 Dropout Prevention Services and
For MATH	Adapted from WA (RTI) and HB 2136: Spring 2010
c. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in MATH.	
d. At this school, we use data from screening tests to determine if core instruction in MATH is meeting the needs of most of our students.	
Is Response to Intervention (Rti) currently used at your school in <u>fourth grade</u> , either partially or fully implemented? RESPONSE TO INTERVENTION (RTI) IS A MULTI-STEP APPROACH TO PROVIDING EARLY AND PROGRESSIVELY INTENSIVE INTERVENTION AND MONITORING WITHIN THE GENERAL EDUCATION SETTING.	
Is Rti currently implemented at your school in <u>fourth grade</u> in the following areas?	
a. Math	
b. Reading	

c. Writing	Adapted from IDEA national Assessment Implementation Study (LEA)
d. Behavior/Social skills	Adapted from IDEA national Assessment Implementation Study (LEA)
Approximately how many years ago did your school begin implementing Rtl in <u>fourth grade</u> in any subject? Less than 1 year ago; 1 to 2 years ago; More than 2 years ago	Adapted from IDEA national Assessment Implementation Study (LEA)
For the 2014-2015 school year, how has your school made information available to parents/guardians to help them understand how Rtl is being implemented in your school?	
a. Communication through written materials such as letters, email, school website, or newsletters	
b. Communication through workshops, discussion groups, or other meetings such as PTA meetings	
c. Communication through individual meetings with parents or phone calls	New
d. Information is not distributed on this topic	Adapted from IDEA national Assessment Implementation Study (LEA)
Has your school implemented the Common Core State Standards at any grade(s)?	Adapted from IDEA national Assessment Implementation Study (LEA)
Are the Common Core State Standards currently implemented at your school in fourth grade in the following areas?	
a. Reading and Language Arts	
b. Mathematics	
Approximately how many years ago did your school begin implementing the Common Core State Standards in any grade or subject? Less than 1 year ago; 1 to 2 years ago; More than 2 years ago	New
Do any of the children in this school come from a home where a language other than English is spoken?	New
What percentage of children in this school are English language learners (ELL)?	
What percentage of children in <u>fourth grade</u> are English language learners (ELL)?	
Since the beginning of this school year (2014-2015), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP?	New
Of those students who have been NEWLY evaluated at your school this school year (2014-2015), how many were found eligible for an IEP, including those who may have an IEP for speech only?	ECLS-K

<p>What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities? IF A COMBINATION OF THESE METHODS IS USED AT YOUR SCHOOL, MARK YES FOR BOTH A AND B. RESPONSE TO INTERVENTION (RTI) IS A MULTI-STEP APPROACH TO PROVIDING EARLY AND PROGRESSIVELY INTENSIVE INTERVENTION AND MONITORING WITHIN THE GENERAL EDUCATION SETTING.</p>	ECLS-K
<p>a. IQ-achievement discrepancy model which shows whether there is a discrepancy between <i>expected</i> performance and <i>actual</i> performance</p>	ECLS-K
<p>b. Response to Intervention (RtI) model</p>	Adapted from IDEA national Assessment Implementation Study (LEA)
<p>Approximately what percentage of your <u>fourth-graders</u> are in each of the following instructional programs? WRITE PERCENTAGES IN BOXES. IF NONE, WRITE "0" AND INDICATE IF THE PROGRAM IS NOT OFFERED IN FOURTH GRADE OR IN ANY GRADE IN YOUR SCHOOL.</p>	Adapted from IDEA national Assessment Implementation Study (LEA)
<p>a. Special education with an Individualized Education Program (IEP)</p>	Adapted from IDEA national Assessment Implementation Study (LEA)
<p>b. Receive accommodations through a 504 plan</p> <p>c. Reading instruction for students performing below grade level in reading</p> <p>d. Math instruction for students performing below grade level in math</p>	ECLS-K
<p>e. A gifted and talented program</p>	
<p>The following items pertain to public schools only. IF YOURS IS A PRIVATE SCHOOL CHECK HERE.</p>	
<p>Did your school receive Federal Title I funds for this school year?</p>	
<p>Is your school operating a Title I targeted assistance or schoolwide program? Targeted assistance program; Schoolwide program</p>	
<p>Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.")</p>	

<p>Approximately how many staff members does your school currently have in the following categories? PLEASE PROVIDE RESPONSES IN COLUMN (1) FOR STAFF MEMBERS WHO WORK FULL TIME AT YOUR SCHOOL AND IN COLUMN (2) FOR STAFF WHO WORK PART TIME AT YOUR SCHOOL. IF A STAFF MEMBER IS SHARED WITH OTHER SCHOOLS, COUNT THAT PERSON AS "PART TIME" IN YOUR SCHOOL. PLACE EACH STAFF MEMBER IN ONLY ONE STAFF CATEGORY; IF A STAFF MEMBER FITS MORE THAN ONE CATEGORY, PICK THE CATEGORY MOST DESCRIPTIVE OF HIS/HER WORK.</p> <p>a. Regular classroom teachers</p> <p>b. ESL/bilingual education/language immersion/ELL instruction teachers</p> <p>c. Drama, music, or art teachers</p> <p>d. Gym/PE or health teachers</p> <p>e. Special education teachers and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.)</p> <p>f. Paraprofessionals (for example, classroom aides)</p>	<p>ECLS-K</p> <p>ECLS-K</p> <p>ECLS-K</p> <p>ECLS-K</p>
<p>Does your school currently have any staff members (full- or part-time) in the following categories? INCLUDE THOSE WHO ARE FULL- OR PART-TIME STAFF MEMBERS AT YOUR SCHOOL.</p> <p>a. Teachers of gifted/talented students</p> <p>b. Reading specialists and interventionists</p> <p>c. Math specialists and interventionists</p> <p>d. School nurses or health professionals</p> <p>e. School psychologists or social workers</p> <p>f. Guidance counselors</p> <p>g. Library media specialists/librarians</p> <p>h. Computer/technology teachers or support staff</p>	<p>ECLS-K</p>
<p>Does your school currently have any staff members who do the following as their primary role or one of their primary roles? INCLUDE THOSE WHO ARE FULL- OR PART-TIME STAFF MEMBERS AT YOUR SCHOOL.</p> <p>a. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction</p> <p>b. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction</p>	

c. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports	
d. A school staff member who supports teachers in collecting, organizing, and managing assessment data	New
e. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction	
Please indicate the number of regular classroom teachers who have joined or left your school since October 1, 2014.	
a. Number of regular classroom teachers who have begun teaching in your school since October 1, 2014	
b. Number of regular classroom teachers who have left your school since October 1, 2014, and have not returned	
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?	ECLS-K
b. Reaching target goals on state tests?	
Did this school's principal (or head administrator) complete the majority of the previous sections or was the majority completed by someone else?	
If a person other than the school's principal (or head 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
How long has the individual listed above been employed at this school?	
What is your gender?	
In what year were you born?	ECLS-K
Are you Hispanic or Latino?	ECLS-K
Which best describes your race? MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE. American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White	ECLS-K
How many years of experience do you have in each of the following positions, including years in which you worked part-time?	ECLS-K
a. Years as a teacher before becoming a school administrator	ECLS-K
b. Total numbers of years as a school administrator	ECLS-K
c. Number of years as school administrator at this school	ECLS-K
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

<p>a. Traditional university-based training and certification program</p> <p>b. District-based training program (for example, the Boston Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program)</p> <p>c. City-based training program (for example, Cleveland's First Ring Leadership Academy)</p> <p>d. State-based training program (for example, New Jersey EXCEL)</p> <p>e. Training and/or certification program run by a national non- profit organization (for example, KIPP School Leadership Program, New Leaders for New Schools)</p> <p>f. Another school administration preparation program</p>	
<p>What is the highest level of education you have completed? High school diploma or equivalent/GED; Associate's degree; Bachelor's degree; At least one year of coursework beyond a Bachelor's degree but not a graduate degree; Master's degree; Education specialist or professional diploma based on at least one year of coursework past a Master's degree level; Doctorate or an advanced professional degree beyond a Master's degree (for example, MD, EdD)</p>	ECLS-K:2011, Grade K
<p>What was your major field(s) of study in the highest degree you completed?</p> <p>a. Early childhood education</p> <p>b. Elementary education</p> <p>c. Education administration/management</p> <p>d. Special education</p> <p>e. Other education-related major (such as secondary education, educational psychology,</p> <p>f. Non-education major (such as history, English, etc.)</p>	ECLS-K
<p>What is your best estimate of the percentage of children in your school you know by name? Nearly every child; 75% or more; 51% to 75%; 26% to 50%; 25% or less</p>	
<p>During school hours, do you speak a language other than English with students at your school whose native language is not English?</p>	
<p>Do you speak a language other than English with students' families whose native language is not English?</p>	
<p>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 G14.</p>	
<p>What language(s) other than English do you speak with students at your school or with their families? Spanish; Vietnamese; A Chinese language; Japanese; Korean; A Filipino language; Arabic; Other (PLEASE SPECIFY)</p>	ECLS-K
<p>Date questionnaire completed/Questionnaire completed by:</p>	ECLS-K

Construct	Research Question
Length of school year	SAQ1
Enrollment and attendance	SAQ2
Enrollment and attendance	SAQ7
Student demographic information: indicator of poverty	SAQ2
School-based programs or services for parents and families	SAQ3
Parent outreach and communication	SAQ3, SAQ4
Parent outreach and communication	SAQ3, SAQ4

Parent outreach and communication	SAQ3, SAQ4
Parent outreach and communication	SAQ3, SAQ4
School safety	SAQ7
Measures taken to ensure school safety	SAQ7
Enrollment and attendance; School climate; Teacher mobility	SAQ7
Recent changes at the school	SAQ2

Recent changes at the school	SAQ2
N/A	N/A
Recent changes at the school	SAQ2
Retention policies and practices	SAQ2
Retention policies and practices	SAQ2
Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices	SAQ9

Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices	SAQ9
Response to Intervention-related policies and practices; parent outreach and communication	SAQ9, SAQ3
Implementation of Common Core State Standards	SAQ10
Implementation of Common Core State Standards	SAQ10
Implementation of Common Core State Standards	SAQ10
Student demographic information: language other than English	SAQ2

Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2
Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2
Evaluation for IEP	SAQ9
Special education eligibility	SAQ9
Special education eligibility	SAQ9
Delivery of special education and related services to children with disabilities	SAQ4

N/A	N/A
Services and programs: Title I	SAQ2
Services and programs: Title I	SAQ4
Services and programs: Title III	SAQ2
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SAQ2
Numbers of full- and part- time teachers, specialists, nurses, and paraprofessionals	SAQ2

Response to Intervention-related policies and practices	SAQ9
Teacher mobility	SAQ2; SAQ7
Teacher Incentives	SAQ2
N/A	N/A
N/A	N/A
N/A	N/A
School administrator demographic information	SAQ8
School administrator demographic information	SAQ8
School administrator demographic information	SAQ8
School administrator demographic information	SAQ8
School administrator's experience	SAQ8

School administrator's formal education and training	SAQ8
School administrator's formal education and training	SAQ8
School administrator's formal education and training	SAQ8
School administrator's familiarity with students	SAQ8