

	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 fifth-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	<b>Worksheet Name</b>		<b>Instrument</b>
4	App A Spring 5th Child Quex		Spring Fifth-Grade Child Questionnaire, Appendix A
5	App B Spring 5th Hearing Eval		Spring Fifth-Grade Child Questions for Hearing Evaluations, Appendix B
6	App C Spring 5th Parent Interview		Spring Fifth-Grade Parent Interview, Appendix C
7	App D Spring 5th TQ		Spring Fifth-Grade Teacher Questionnaire, Appendix D
8	App E Spring 5th Reading TQC		Spring Fifth-Grade Reading and Language Arts Teacher Questionnaire, Appendix E
9	App E Spring 5th Math TQC		Spring Fifth-Grade Mathematics Teacher Questionnaire, Appendix E
10	App E Spring 5th Science TQC		Spring Fifth-Grade Science Teacher Questionnaire, Appendix E
11	App F Spring 5th SpEd A		Spring Fifth-Grade Special Education Teacher Questionnaire A, Appendix F
12	App F Spring 5th SpEd B		Spring Fifth-Grade Special Education Teacher Questionnaire B, Appendix F
13	App G Spring 5th School Adm		Spring Fifth-Grade School Administrator Questionnaire, Appendix G

## Spring Fifth-Grade Child Questionnaire, 1

Section	Item #
Introduction	CLQ600
	CLQ605
Feelings and attitudes about school	CLQ620
	CLQ625
	CLQ630
	CLQ635

	CLQ640
	CLQ645
	CLQ650
	CLQ655
	CLQ660
	CLQ665
	CLQ670
	CLQ675
	CLQ680
	CLQ685
	CLQ690

	CLQ695
	CLQ700
	CLQ705
	CLQ710
	CLQ715
	CLQ720
<b>Peer Relationships</b>	
	CLQ725
	CLQ730
	CLQ735
	CLQ740
	CLQ745
	CLQ750

	CLQ755
	CLQ760
	CLQ765
	CLQ770
	CLQ775
	CLQ780
	CLQ785
	CLQ790
	CLQ795
	CLQ800

<b>Media Usage</b>	
	CLQ805
	CLQ810
	CLQ815
	CLQ820
	CLQ825
<b>Parental monitoring</b>	CLQ830
	CLQ835
	CLQ840
<b>Life Satisfaction</b>	CLQ845

	CLQ850
	CLQ855
	CLQ860
	CLQ865

## Appendix A

Item Stem
<p>TURN LAPTOP AROUND AND ROTATE LAPTOP SCREEN TO FACE THE CHILD. PLUG HEADPHONES INTO THE COMPUTER. POSITION LAPTOP IN FRONT OF THE CHILD. SAY: Now, you are going to use the computer to tell us about yourself. The computer will read some sentences while you listen on the headphones. [HOLD UP HEADPHONES.] SAY: Then you will pick the answer that best describes you by touching your answer on the computer screen. [TOUCH THE MIDDLE OF THE COMPUTER SCREEN WITH ONE FINGER.] SAY: If the volume is too loud or too soft, you can change it with these buttons. [POINT TO VOLUME BUTTONS ABOVE STICKER.] SAY: Okay, go ahead and put these headphones on and adjust them so they fit. Then, you will get started.</p>
<p>Hello. In a minute, sentences 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. To go back and change an answer, touch the "BACK" button to move to earlier screens. If there is a question you do not want to answer, touch the "NEXT" button to skip it.</p>
<p>Think about yourself and your experiences this school year. How often do the following things happen?</p> <p>I try hard to do well in school.</p>
<p>In class, I work as hard as I can.</p>
<p>When I'm in class, I participate in class discussions.</p>
<p>I pay attention in class.</p>



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

This school year, how often did you...  
Feel like you fit in at your school?

[This school year, how often do you...]  
Feel close to classmates at your school?

[This school year, how often do you...]  
Feel close to teachers in your school?

[This school year, how often do you...]  
Enjoy being at your school?

[This school year, how often do you...]  
Feel safe at your school?

How much does each of the following statements describe a person like you?  
I finish whatever I begin.

[How much does each of the following statements describe a person like you?]  
I try very hard even after making mistakes.

[How much does each of the following statements describe a person like you?]  
I continue to work towards my goals, even when they take a long time to complete.

[How much does each of the following statements describe a person like you?]  
I keep working hard even when I feel like quitting.

[How much does each of the following statements describe a person like you?]  
I continue working on what I set out to do, even when it takes a long time to complete.

[How much does each of the following statements describe a person like you?]  
I keep trying to improve myself, even when it takes a long time to get there.

How true is each of these things about you?  
I worry about taking tests.

[How true is each of these things about you?]  
It's hard for me to finish my school work.

[How true is each of these things about you?]  
I feel ashamed when I make mistakes at school.

[How true is each of these things about you?]  
I worry about doing well in school.

[How true is each of these things about you?]  
I worry about finishing my work.

Think about yourself and your experiences this school year. How often do the following things happen?  
Kids in my class make me feel better if I'm having a bad day.

I worry about what other kids think of me.

I feel lonely at school.

Kids in my class let me play with them.

I worry that other kids don't like me.

I feel left out at school.

Kids in my class make me feel happy.

Kids in my class would help me if I hurt myself at school.

I'm afraid other kids will not like me.

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

I feel alone at school.

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

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?

During this school year, how often have other students told lies or untrue stories about you?

During this school year, how often have other students pushed, shoved, slapped, hit, or kicked you?

During this school year, how often have other students left you out from playing with them on purpose?

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

How often do you play an online game against another online player using an app, cell phone, computer, iPad or tablet, or other electronic device?

How often do you use a social networking site like Facebook, Twitter, Instagram, or Vine using an app, cell phone, computer, iPad or tablet, or other electronic device?

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

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

How often do your parents/guardians...  
Know what you do during your free time?

How often do your parents/guardians...  
Know how much homework you have?

How often do your parents/guardians...  
Know what your school grades are?

The next set of sentences are about how you feel about your life. Think about the sentence and decide how well it describes you. Does the sentence describe you "Not at all; A little bit; Somewhat; Quite a bit; or Very much"?

I am happy with the clothes, games, toys, and other things I have.

I am happy with how much attention I get from my parents.

I am happy with the neighborhood and community in which I live.

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.

Source	Construct	Research Question
ECLS-K:2011 4th Grade CQ (modified)	Introduction	NA
ECLS-K:2011 4th Grade CQ (modified)	Introduction	NA
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
K:1998, grade 8 student questionnaire	School Belonging	C1
K:1998, grade 8 student questionnaire	School Belonging	C1
K:1998, grade 8 student questionnaire	School Belonging	C1
K:1998, grade 8 student questionnaire	School Belonging	C1
K:1998, grade 8 student questionnaire	School Belonging	C1
Developed in collaboration with Angela Duckworth	Grit	C1
Developed in collaboration with Angela Duckworth	Grit	C1
Developed in collaboration with Angela Duckworth	Grit	C1
Developed in collaboration with Angela Duckworth	Grit	C1
Developed in collaboration with Angela Duckworth	Grit	C1

Developed in collaboration with Angela Duckworth	Grit	C1
K:1998, grades 3, 5, 8 child questionnaire	Worry/stress about school	C1
K:1998, grades 3, 5, 8 child questionnaire	Worry/stress about school	C1
K:1998, grades 3, 5, 8 child questionnaire	Worry/stress about school	C1
K:1998, grades 3, 5, 8 child questionnaire	Worry/stress about school	C1
K:1998, grades 3, 5, 8 child questionnaire	Worry/stress about school	C1
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2
LaGreca and Stone (1993)	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
LaGreca and Stone (1993)	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
SECCYD (Vandell, using Ladd items) "Kids in My Class at School"	Peer social support	C2
LaGreca and Stone (1993)	Social distress	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
Espelage and Holt (2001) (modified)  Also used in ECLS-K:2011 Spring 3rd grade CQ	Peer victimization	C4
Espelage and Holt (2001) (modified)  Also used in ECLS-K:2011 Spring 3rd grade CQ	Peer victimization	C4
Espelage and Holt (2001) (modified)  Also used in ECLS-K:2011 Spring 3rd grade CQ	Peer victimization	C4
Espelage and Holt (2001) (modified)  Also used in ECLS-K:2011 Spring 3rd grade CQ	Peer victimization	C4

Adapted from the PEW September Tracking Survey (2009) (modified)	Media usage	C5
Adapted from the PEW September Tracking Survey (2009) (modified)	Media usage	C5
Adapted from the PEW September Tracking Survey (2009) (modified)	Media usage	C5
ECLS	Media usage	C5
ECLS	Media usage	C5
Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000)	Parental monitoring	C7
Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000)	Parental monitoring	C7
Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000)	Parental monitoring	C7
NIH Toolbox Supplemental Battery	Domain-specific life satisfaction	C6

NIH Toolbox Supplemental Battery	Domain-specific life satisfaction	C6
NIH Toolbox Supplemental Battery	Domain-specific life satisfaction	C6
ECLS-K:2011 3rd Grade CQ (modified)	Closing	NA
ECLS-K:2011 3rd Grade CQ (modified)	Closing	NA

**Spring Fifth-Grade Child Questions for Hearing Evaluations, Appendix B**

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



	A	B	C	E
1	<b>Spring Fifth-Grade Parent Interview, Appendix C</b>			
2	<b>Section</b>	<b>Item #</b>	<b>Item Stem</b>	<b>Construct</b>
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/In the spring of 2015}, 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?	Introduction
4		INQ.010	May I please speak with {NAME OF PREVIOUS ROUND RESPONDENT}?	Introduction
5		INQ.015	Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?	Introduction
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?	Introduction
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?	Introduction
8		INQ.030	May I have your name please?	Introduction
9		INQ.060	[May I have your name, please?]	Introduction
10		INQ.070	[May I have your name, please?]	Introduction
11		INQ.080/080b	<p>(As I mentioned earlier), you and {CHILD} were selected to take part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of children and how their 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>	Introduction

	A	B	C	E
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/In the spring of 2015}, 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>	Introduction
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?	Introduction
14		INQ180	I have recorded that {CHILD}'s home address is...Is this still correct?	Introduction
15		INQ190	What is {CHILD}'s home address?	Introduction
16		INQ.200	I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?	Introduction
17		INQ.205	{What is {CHILD}'s family's current home phone number?}	Introduction
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?	Country of origin for sample child
19		INQ.310/312OS	In what country or territory was {CHILD} born?	Country of origin for sample child
20		INQ.320	In what year did {CHILD} come to the United States to stay?	Length of residence in U.S. for sample child
21		INQ.330	Is {CHILD} a U.S. citizen?	Citizenship of child
22	Parent Involvement with Child's School	PIQ.060	Now, I'd like to ask you about {CHILD}'s school. Is {CHILD} attending {his/her} regularly assigned school or a school that you or someone else in your household chose?	Parent's choice of school for child

	A	B	C	E
23		PIQ.065	Does {CHILD} attend a school?	School attendance by homeschooled child
24		PIQ.066	How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities.	School attendance by homeschooled child
25		PIQ.080	When {CHILD} was in kindergarten in the fall of 2010, was that {his/her} first, second, or third year of kindergarten?	Whether child repeated kindergarten before fall 2010
26		PIQ.120	How far in school do you <u>expect</u> {CHILD} to go? Would you say you expect {him/her}...  To receive less than a high school diploma, To graduate from high school, To attend a vocational or technical school after high school, To attend two or more years of college, To finish a four- or five-year college degree, To earn a master's degree or equivalent, or To finish a Ph.D., MD, or other advanced degree?	Parent's educational expectations for child
27		PIQ.127	Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household about any <u>behavior</u> problems {he/she} is having in school?	School communication with parents
28		PIQ.128	[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household...] About any problems {he/she} is having with <u>school work</u> ?	School communication with parents
29		PIQ.129	[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household...] About anything {CHILD} is doing particularly well or better in school?	School communication with parents
30		PIQ.130	Now I'd like to ask you about {CHILD}'s school.  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?	Parent participation in school activities
31		PIQ.140	[Since the beginning of this school year, have you or the other adults in your household...] Attended a meeting of a PTA, PTO, or Parent-Teacher Organization?	Parent participation in school activities
32		PIQ.150	[Since the beginning of this school year, have you or the other adults in your household...] Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?	Parent attendance at parent-teacher conferences and meetings



	A	B	C	E
33		PIQ.160	[Since the beginning of this school year, have you or the other adults in your household...] Attended a school or class event, such as a play, sports event, or science fair?	Parent participation in school activities
34		PIQ.170	[Since the beginning of this school year, have you or the other adults in your household...] Served as a volunteer in {CHILD}'s classroom or elsewhere in the school?	Parent participation in school activities
35		PIQ.185	During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?	Parent participation in school activities
36		PIQ.190	For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year. The school lets you know between report cards how {CHILD} is doing in school. Would you say {CHILD}'s school...  Does this very well, Just OK, or Doesn't do this at all?	School communication with parents
37		PIQ.200	[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school helps you understand what children at {CHILD}'s age are like. Would you say {CHILD}'s school...  Does this very well, Just OK, or Doesn't do this at all?	School communication with parents
38		PIQ.210	[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school makes you aware of chances to volunteer at the school. Would you say {CHILD}'s school...  Does this very well, Just OK, or Doesn't do this at all?	School communication with parents
39		PIQ.220	[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides workshops, materials, or advice about how to help {CHILD} learn at home. Would you say {CHILD}'s school...  Does this very well, Just OK, or Doesn't do this at all?	School communication with parents

	A	B	C	E
40		PIQ.230	[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides information on community services to help {CHILD} or your family. Would you say {CHILD}'s school...  Does this very well, Just OK, or Doesn't do this at all?	School communication with parents
41		PIQ.300	About how many parents of children in {CHILD}'s class do you talk with regularly, either in person, on the phone, or by texting, emailing, or using a social networking site?	Parent networks
42		PIQ.410	This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school? Inconvenient meeting times?  Has that made it harder for you to participate in activities at {CHILD}'s school?	
43		PIQ.420	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] No child care keeps your family from going to school meetings or events?  [Has that made it harder for you to participate in activities at {CHILD}'s school?]	
44		PIQ.430	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] Family members can't get time off from work?  [Has that made it harder for you to participate in activities at {CHILD}'s school?]	
45		PIQ.440	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] Problems with safety going to the school?  [Has that made it harder for you to participate in activities at {CHILD}'s school?]	
46		PIQ.450	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] The school does not make your family feel welcome?  [Has that made it harder for you to participate in activities at {CHILD}'s school?]	
47		PIQ.460	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] Problems with transportation to the school?  [Has that made it harder for you to participate in activities at {CHILD}'s school?]	
48		PIQ.480	[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] You don't hear about things going on at school that you might want to be involved in?  [Has that made it harder for you to participate in activities at {CHILD}'s school?]	

	A	B	C	E
49		PIQ.490	Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the school {CHILD} attends this year?	Parent's satisfaction with the teachers and school
50		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?	Parent involvement online
51		PIQ.496a/b/c	How often do you [or your spouse or 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?	Parent involvement online
52		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?	Frequency child does homework at home
53		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?	Homework monitoring by parents
54		PIQ.550	How often do you check that {CHILD} has completed all homework? Would you say never, rarely, sometimes, or always?	Homework monitoring by parents

	A	B	C	E
55		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?	Grades received at school
56		PIQ,570	Would you describe {CHILD}'s work at school as... Excellent, Above average, Average, Below average, or Failing?	Grades received at school
57		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?	School avoidance
58	<b>Family Structure</b>	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?	Household roster: current
59		FSQ.015/0150S	Why is {NAME} no longer living in this household?	Household roster: former household member's status

	A	B	C	E
60		FSQ020	<p>{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.}</p> <p>{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.}</p>	Household roster: current
61		FSQ.025	ENTER LAST NAME OF {NAME}.	Household roster: current
62		FSQ.030	How old {are you/is {NAME}}?	Household roster: current
63		FSQ.040	CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME} male or female?}	Household roster: current
64		FSQ.045	CHECK HOUSEHOLD MATRIX.	Household roster: current
65		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?	Household roster: current
66		FSQ.110	Do you have a spouse or partner who lives in this household?	Marital status of the primary caretakers
67		FSQ.120	Who in the household is your spouse or partner?	Marital status of the primary caretakers
68		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}?	Change in family relationship of respondent to child

	A	B	C	E
69		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}?	Change in family relationship of spouse/partner to child
70		FSQ.130	What is {your/{NAME}'s} relationship to {CHILD}?	Relationship of household member to child
71		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?	Relationship of household member to child
72		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?	Relationship of household member to child

	A	B	C	E
73		FSQ.160	{Are you/Is {NAME}} {CHILD}'s... Full sister, Half sister, Step sister, Adoptive sister, or Foster sister?	Relationship of household member to child
74		FSQ.170	{Are you/Is {NAME}} {CHILD}'s... Full brother, Half brother, Step brother, Adoptive brother, or Foster brother?	Relationship of household member to child
75		FSQ.180/181	{Are you/Is {NAME}} {CHILD}'s... CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.	Relationship of household member to child

	A	B	C	E
76		FSQ.190	{Are you/Is {NAME}} Hispanic or Latino?	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)
77		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.	Race of child, parent figures, respondent and respondent's spouse (if no mother or father figures)
78		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?	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)
79		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?	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)
80		FSQ.197a	Is {CHILD} a member of an Asian group?	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)



	A	B	C	E
81		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?	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)
82		FSQ.198a	Is {CHILD} a member of a Pacific Islander group?	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)
83		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?	Ethnicity of child, parent figures, respondent and respondent's spouse (if no mother or father figures)
84		FSQ.200a	{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married {FILL 3}?	Marital status of the primary caretakers
85		FSQ.200b	See matrix.	Marital status of the primary caretakers
86	<b>Primary Language(s) Spoken</b>	PLQ.020	Is any language other than English regularly spoken in your home?	Languages spoken in the home
87		PLQ.030	Is English also spoken in your home?	Languages spoken in the home
88		PLQ.040/040OS	What languages other than English are spoken in your home?	Languages spoken in the home
89		PLQ.060/060OS	What is the <u>primary</u> language spoken in your home?	Languages spoken in the home

	A	B	C	E
90		PLQ.083	How often {do/does} {you/{NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? Would you say never, sometimes, often, or very often?	Non-English language use
91		PLQ.090	How often does {CHILD} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?	Non-English language use
92		PLQ.095	This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English? [Has that made it harder for you to participate in activities at {CHILD}'s school?]	Non-English language as a barrier to parent involvement with the school
93	<b>Home Environment, Activities, and Cognitive Stimulation</b>	HEQ.010 c/d/e/f	<p>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}?</p> <p>c. Play games or do puzzles with {CHILD}?</p> <p>d. Talk about nature or do science projects with {CHILD}?</p> <p>e. Play a sport or exercise together?</p> <p>f. Practice reading, writing or working with numbers?</p> <p>Would you say not at all, once or twice a week, 3-6 times a week, or every day?</p>	Frequency of home activities with child
94		HEQ.040	About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children.	Literacy materials in the home
95		HEQ.105	<p>In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?</p> <p>Visited a library or bookstore?</p>	Literacy related outings
96		HEQ.130	<p>[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?</p> <p>Gone to a play, concert, or other live show?</p>	Outings
97		HEQ.140	<p>[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?</p> <p>Visited an art gallery, museum, or historical site?</p>	Outings
98		HEQ.150	<p>[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?</p> <p>Visited a zoo, aquarium, or petting farm?</p>	Outings

	A	B	C	E
99		HEQ.180	[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?)  Attended an athletic or sporting event in which {CHILD} was not a player?	Outings
100		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?	Frequency of reading activities with child
101		HEQ.215	Generally, how many minutes did {CHILD} read at each of these times?	Frequency of reading activities with child
102		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?	Use of electronic/computer devices
103		HEQ.226	Do you monitor how many hours {CHILD} spends online?	

	A	B	C	E
104		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.	
105		HEQ.228	How many close friends does {CHILD} have?	Child's friends
106		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?	Child's friends
107		HEQ.280	Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific Tutoring subject, such as reading, math, science, or a foreign language?	
108		HEQ.290/290OS	What is {CHILD} tutored in?	Tutoring
109		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?	Child activities outside of school hours
110		HEQ.301	Did {he/she} specifically learn about math, science, or technology in any of those academic activities?	
111		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?	Child activities outside of school hours: science related field trips
112		HEQ310	Outside of school hours in the past <u>year</u> , has {CHILD} participated in organized athletic activities, like basketball, soccer, baseball, or gymnastics?	Child activities outside of school hours
113		HEQ320	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Organized clubs or recreational programs, like scouts?	Child activities outside of school hours

	A	B	C	E
114		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?	Child activities outside of school hours: science related field trips
115		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?	Child activities outside of school hours
116		HEQ340	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Drama classes?	Child activities outside of school hours
117		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?	Child activities outside of school hours
118		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?	Child activities outside of school hours
119		HEQ.391	[Outside of school hours in the past <u>year</u> , has {CHILD} participated in:] Religious activities or instruction?	Child activities outside of school hours
120		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}?	Whether child activities serve as child care
121		HEQ.520	Now, I have a question about meals. In a <u>typical week</u> , please tell me the number of days your family eats the evening meal together.	Frequency of family dinner together
122		HEQ.600a/b		Amount of sleep
123	<b>Critical Family Processes</b>	CFQ.100	On an average school night, how many hours of sleep does {CHILD} get?  Now, I'd like to ask a question about your relationship with {NAME OF CURRENT PARTNER}. Would you say that your relationship is...  Very happy, Fairly happy, or Not too happy?	Marital/partner satisfaction
124	<b>Child Care</b>	CCQ.005	Next, I'd like to talk with you about the child care arrangements you have for {CHILD} this year. First, I'd like to talk to you about all the child care {CHILD} now receives on a <u>regular basis</u> from someone other than {you/{his/her} parents} {or {his/her} guardians}. This does not include occasional baby-sitting or backup care providers.	Participation in child care

	A	B	C	E
125		CCQ010	Is {CHILD} <u>now</u> receiving care from a relative on a <u>regular basis</u> (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s parents} {or {CHILD}'s guardians}.	Participation in relative care
126		CCQ.060	How many different <u>regular</u> care arrangements do you <u>currently</u> have with relatives?	Participation in relative care
127		CCQ.065	{Let's talk about the relative who provides the most care for {CHILD} <u>now</u> .} Who is the relative who cares for {CHILD}?	Participation in relative care
128		CCQ.070	Is the care provided by {{CHILD}'s {RELATIVE}/that relative} in your home or another home?	Participation in relative care
129		CCQ.075	Does {CHILD} receive that care before school, after school, or on weekends?	Time child spends in care arrangements
130		CCQ.080	Is the care that {CHILD} receives from {{his/her} {RELATIVE}/that relative} <u>regularly scheduled</u> at least once <u>each</u> week?	Time child spends in care arrangements
131		CCQ.085	How many <u>days</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?	Time child spends in care arrangements
132		CCQ.090	How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?	Time child spends in care arrangements
133		CCQ.110	You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {these/this} other {relatives/relative}?	Time child spends in care arrangements
134		CCQ.115	{Now I'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} <u>now</u> receiving care in a private home on a <u>regular basis</u> from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}	Participation in nonrelative care
135		CCQ.165	How many different <u>regular</u> care arrangements do you <u>currently</u> have with nonrelatives?	Participation in nonrelative care
136		CCQ.170	{Let's talk about the nonrelative who provides the most care for {CHILD} <u>now</u> .} Is that care provided in your home or another home?	Participation in nonrelative care
137		CCQ.175	Does {CHILD} receive that care before school, after school, or on weekends?	Time child spends in care arrangements
138		CCQ.180	Is the care that {CHILD} receives from that person <u>regularly scheduled</u> at least once <u>each</u> week?	Time child spends in care arrangements
139		CCQ.185	How many <u>days</u> each <u>week</u> does {CHILD} receive care from that person?	Time child spends in care arrangements

	A	B	C	E
140		CCQ.190	How many <u>hours</u> each <u>week</u> does {CHILD} receive care from that person?	Time child spends in care arrangements
141		CCQ.205	You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {this nonrelative/these nonrelatives}?	Time child spends in care arrangements
142		CCQ.260	{Now I'd like to ask you about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} <u>now</u> attending a day care center or a before- or after-school program at a school or in a center on a <u>regular basis</u> ?	Participation in center-based care
143		CCQ.325	How many different day care centers or before- or after-school care programs does {CHILD} <u>currently</u> go to on a <u>regular basis</u> ?	Participation in center-based care
144		CCQ.330	{Let's talk about the program where {CHILD} spends the most time <u>now</u> .} Is that program located in the school {CHILD} currently attends?	Participation in center-based care
145		CCQ.335	Does {CHILD} go to that program before school, after school, or on weekends?	Time child spends in care arrangements
146		CCQ.340	Does {CHILD} go to that program on a <u>regularly scheduled</u> basis at least once <u>each</u> week?	Time child spends in care arrangements
147		CCQ.350	How many <u>days</u> each <u>week</u> does {CHILD} go to that program?	Time child spends in care arrangements
148		CCQ.353	As part of {CHILD}'s participation in that program, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?	Science related field trips in center-based care
149		CCQ.355	Other than regular school hours, how many <u>hours</u> each <u>week</u> does {CHILD} go to that program?	Time child spends in care arrangements
150		CCQ.375	You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} attend {this program/these programs}?	Time child spends in care arrangements
151		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?	Time child spends in self-care
152		CCQ.377	How many <u>hours</u> per <u>week</u> does {CHILD} take care of {himself/herself}?	Time child spends in self-care

	A	B	C	E
153	<b>Non-Resident Parents</b>	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>	Current contact and nature of relationship with biological/adoptive parents no longer living in household
154		NRQ.123	<p>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?</p>	Current contact and nature of relationship with biological/adoptive parents no longer living in household
155	<b>Country of Origin for Non-Resident Biological Parents</b>	COQ.005/OS	<p>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?</p>	Country of origin for nonresident parents
156		COQ.010	<p>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}?</p>	Country of origin for nonresident parents
157		COQ.020/OS	<p>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?</p>	Country of origin for nonresident parents
158		COQ025	<p>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}?</p>	Country of origin for nonresident parents



	A	B	C	E
159	<b>Discipline, Warmth, and Emotional Supportiveness</b>	DWQ.010	Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true. {CHILD} and I often have warm, close times together.	Parent-child relationship: warmth
160		DWQ.015	Most of the time I feel that {CHILD} likes me and wants to be near me.	Parent-child relationship: warmth
161		DWQ.025	Even when I'm in a bad mood, I show {CHILD} a lot of love.	Parent-child relationship: warmth
162		DWQ.035	I express affection by hugging, kissing, and holding {CHILD}.	Parent-child relationship: warmth
163		DWQ.040	Being a parent is harder than I thought it would be.	Parenting Stress
164		DWQ.045	{CHILD} does things that really bother me.	Parenting Stress
165		DWQ.050	I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.	Parenting Stress
166		DWQ.060	I often feel angry with {CHILD}.	Parenting Stress
167		DWQ070a/b/c/d/e/f	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.  a. Even if I am really busy, I make time to listen to {CHILD}. b. I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}. c. I encourage {CHILD} to talk about {his/her} troubles. d. I encourage {CHILD} to tell me about {his/her} friends and activities. e. I encourage {CHILD} to express {his/her} opinions. f. When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore.	
168		DWQ.075	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?	Time spent arguing with child
169	DWQ077a/b/c	The following are a number of statements about your family. Please tell me how often each typically occurs in your home.  a. You threaten to punish {CHILD} and then do not actually punish {him/her}. Would you say this occurs never, almost never, sometimes, often, or always? b. {CHILD} talks you out of being punished after {he/she} has done something wrong. c. You let {CHILD} out of punishment early, like lift restrictions earlier than you originally said?	Inconsistent Discipline	

	A	B	C	E
170		DWQ.081a/b	Now I'd like to ask some questions about the amount of time {CHILD} plays video games. 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. 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.	Time child spent playing video games
171	<b>Child's Health and Well-Being</b>	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?	
172		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?	
173		CHQ.021	Has {CHILD} had an ear infection since last spring?	Ear infections since last spring
174		CHQ.022	Has {CHILD} had an ear ache since last spring?	
175		CHQ.023	Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?	Ear infections since last spring
176		CHQ.024/024OS	How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?	Ear infections/aches treatment since last spring
177		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.	
178		CHQ.026	Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?	Asthma
179		CHQ.027	Does {he/she} receive treatment for this condition?	Asthma
180		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?	Exercise/physical activities

	A	B	C	E
181		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?	Behavioral comparison to peers: Independence and ability to take care of him/herself
182		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?	Behavioral comparison to peers: Attention
183		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?	Behavioral comparison to peers: Learn, think, solve problems
184		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?	Behavioral comparison to peers: Child's coordination
185		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?	Behavioral comparison to peers: Relating to children
186		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?	Behavioral comparison to peers: Relating to adults
187		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?	Behavioral comparison to peers: Overall activity level
188		CHQ.110	Does {CHILD} have any emotional or psychological difficulties?	Emotional and psychological difficulties

	A	B	C	E
189		CHQ.111	Do you think this is a mild problem, a moderate problem, or a severe problem?	Emotional and psychological difficulties
190		CHQ.115	{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of an Evaluation of issue with {independence and taking care of {himself/herself} {or}/paying attention {or}/learning, disabilities and thinking, and solving problems {or}/ coordination in moving {his/her} arms and legs {or}/behaving health conditions and relating to other children {or}/ behaving and relating to adults {or}/{his/her} overall activity level {or}/{his/her} emotional or psychological difficulties}?	
191		CHQ.120	{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?	Diagnoses of disabilities and health conditions
192		CHQ.125/125OS	What was the diagnosis or were the diagnoses?	Diagnoses of disabilities and health conditions
193		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?	Diagnoses of disabilities and health conditions: Autism spectrum disorder
194		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?	Diagnoses of disabilities and health conditions
195		CHQ.135a/b	What was the month and year when the diagnosis was made?	Diagnoses of disabilities and health conditions

	A	B	C	E
196		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}}?	Prescription medications
197		CHQ.155	Is {CHILD} medicated for ADD or ADHD at school, at home, or both?	Prescription medications
198		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?	Prescription medications
199		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?	Communication: comparison to peers
200		CHQ.206e	Since last spring, has {CHILD} had a problem with stuttering?	Communication problems
201		CHQ.210	{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?	Evaluation of communication problems
202		CHQ.215	Did you obtain a diagnosis or diagnoses of a <u>problem</u> related to {his/her} ability to communicate from a professional?	Diagnoses for communication problems

	A	B	C	E
203		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?	Hearing ability
204		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.	
205		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.	
206		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.	
207		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.	
208		CHQ.221	Is {CHILD}'s hearing worse in one ear?	Hearing ability
209		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} <u>worse</u> 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?	Hearing ability
210		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?	

	A	B	C	E
211		CHQ.245	Did you obtain a diagnosis <u>of a problem</u> from a professional?	Diagnoses for hearing ability
212		CHQ.246/246OS	What was the diagnosis?	Diagnoses of disabilities and health conditions
213		CHQ250a/b/c	How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?	Diagnoses of disabilities and health conditions
214		CHQ.255a/b	What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?	Diagnoses of disabilities and health conditions
215		CHQ.256a	Since last spring, has {CHILD} worn a hearing aid?	Use of hearing aid
216		CHQ.256b	Has {CHILD} ever worn a hearing aid?	Use of hearing aid
217		CHQ.257a/b	At what age was the recommendation that {CHILD} wear a hearing aid first made?	Use of hearing aid
218		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?	Use of hearing aid

	A	B	C	E
219		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 with hearing aid his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.	Hearing ability: with hearing aid
220		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.	Hearing ability: with hearing aid
221		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.	Hearing ability: with hearing aid
222		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.	Hearing ability: with hearing aid
223		CHQ.263	{Since last spring has/Has} a doctor or other health care professional {ever} recommended that {CHILD} wear a hearing aid?	Use of hearing aid
224		CHQ.264a/b	At what age was the recommendation that {CHILD} wear a hearing aid first made?	Use of hearing aid
225		CHQ.270	Does {CHILD} have a cochlear implant?	Use of cochlear implant
226		CHQ.271	In what year was it implanted?	Use of cochlear implant
227		CHQ.272a/b	How old was {CHILD} when it was implanted?	Use of cochlear implant
228		CHQ.273	In what years were they implanted?	Use of cochlear implant
229		CHQ.274	[In what years were they implanted?]	Use of cochlear implant
230		CHQ.275a/b	{How old was {CHILD} when it was implanted in the left ear?}{How old was {CHILD} when they were implanted?}	Use of cochlear implant
231		CHQ.276a/b	{How old was {CHILD} when it was implanted in the right ear?}{How old was {CHILD} when they were implanted?}	Use of cochlear implant
232		CHQ.277	Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing</u> {his/her} cochlear implant(s). {CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.	Hearing ability: with cochlear implant



	A	B	C	E
233		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.	Hearing ability: with cochlear implant
234		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.	Hearing ability: with cochlear implant
235		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.	Hearing ability: with cochlear implant
236		CHQ.285	Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, Vision ability does {CHILD} have difficulty seeing objects in the distance or letters on paper?	
237		CHQ.286	Is {CHILD}'s difficulty with seeing objects in the distance, things up close (like letters on paper), or Vision ability both?	

	A	B	C	E
238		CHQ.290	{Since last spring has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?	Evaluated for vision ability
239		CHQ.300	Did you obtain a diagnosis of a <u>vision-related</u> problem from an eye care professional?	Diagnoses for vision-related problems
240		CHQ.301/301OS	What was the diagnosis?	Diagnoses of disabilities and health conditions
241		CHQ.305a/b	How old was {CHILD} when the first diagnosis of a problem was made?	Diagnoses of disabilities and health conditions
242		CHQ.310a/b	What was the month and year the diagnosis was made?	Diagnoses of disabilities and health conditions
243		CHQ.311	Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?	Use of glasses or contact lenses
244		CHQ.312	How often does {CHILD} wear glasses or contact lenses? All of the time, Most of the time, Sometimes, Rarely, or Never?	Use of glasses or contact lenses
245		CHQ.313	Does {CHILD} have glasses or contact lenses?	Use of glasses or contact lenses
246		CHQ.314	Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?	Use of glasses or contact lenses
247		CHQ.330	Would you say {CHILD}'s health is ... Excellent, Very good, Good, Fair, or Poor?	Child's general health

	A	B	C	E
248		CHQ.340	During <u>this school year</u> , has {CHILD} received therapy services or taken part in a program for children with disabilities?	Services for disabilities
249		CHQ.350	Did that therapy or program ever involve {CHILD} playing or working with an animal as a way to help {him/her} with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an{other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}/{TEXT FROM OTHER SPECIFY} {or}/issues related to having a communication diagnosis {or}/issues related to having a hearing diagnosis {or}/issues related to having a vision diagnosis}? You may have heard this called Animal Assisted Therapy, or AAT.	Services for disabilities
250		CHQ.355	Has a health professional ever recommended that {CHILD} play or work with an animal as a way to help {him/her} with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an{other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}/{TEXT FROM OTHER SPECIFY} {or}/issues related to having a communication diagnosis {or}/issues related to having a hearing diagnosis {or}/issues related to having a vision diagnosis}? For example, a health professional may recommend that a child have his or her own dog that is trained to provide emotional support or participate in an occupational therapy program that involves riding horses.	Services for disabilities
251		CHQ.360	As a result of that recommendation, has {CHILD} ever played or worked with an animal to help {him/her} with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger's disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an{other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}/{TEXT FROM OTHER SPECIFY} {or}/issues related to having a communication diagnosis {or}/issues related to having a hearing diagnosis {or}/issues related to having a vision diagnosis}??	Services for disabilities

	A	B	C	E
252		CHQ.420	During <u>this school year</u> , did {CHILD} participate in a special education program?	
253		CHQ.430	Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program <u>this school year</u> ? Are you... Completely satisfied, Very satisfied, Fairly satisfied, Somewhat dissatisfied, or Very dissatisfied?	
254	<b>Parent's Psychological Well-Being and Health</b>	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?	Depression and subjective well-being
255		PPQ.110	How often during the past week have you felt that you did not feel like eating, that your appetite was poor?	Depression and subjective well-being
256		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?	Depression and subjective well-being
257		PPQ.130	How often during the past week have you felt that you had trouble keeping your mind on what you were doing?	Depression and subjective well-being
258		PPQ.140	How often during the past week have you felt depressed?	Depression and subjective well-being
259		PPQ.150	How often during the past week have you felt that everything you did was an effort?	Depression and subjective well-being
260		PPQ.160	How often during the past week have you felt fearful?	Depression and subjective well-being
261		PPQ.170	How often during the past week have you felt your sleep was restless?	Depression and subjective well-being
262		PPQ.180	How often during the past week have you felt that you talked less than usual?	Depression and subjective well-being

	A	B	C	E
263		PPQ.190	How often during the past week have you felt lonely?	Depression and subjective well-being
264		PPQ.200	How often during the past week have you felt sad?	Depression and subjective well-being
265		PPQ.210	How often during the past week have you felt that you could not get going?	Depression and subjective well-being
266		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?	Parent health
267		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?	Parent health
268	<b>Food Security</b>	FDQ.130a/b/c	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 <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2015.  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.	Family food security
269		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?	Family food security
270		FDQ.150	How often did this happen? Would you say...  Almost every month Some months, but not every month, or In only 1 or 2 months?	Family food security
271		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?	Adult food security
272		FDQ.170	In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?	Adult food security

	A	B	C	E
273		FDQ.180	In the last 12 months, did you lose weight because there wasn't enough money for food?	Adult food security
274		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?	Adult food security
275		FDQ.191	How often did this happen? Would you say... Almost every month, Some months, but not every month, or In only 1 or 2 months?	Adult food security
276		FDQ.192	Now I am going to read you several statements that people have made about the food situation of their children. For these statements, please tell me whether the statement was <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true in the last 12 months, that is, since last {CURRENT MONTH}, 2015 for {your child/children living in the household who are under 18 years old}.  a. {I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food. Was that <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household} in the last 12 months? b. {I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that. Was that <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for {you/your household} in the last 12 months? c. {{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.	Children's food security
277		FDQ210	In the last 12 months, that is, since last {CURRENT MONTH}, 2015, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?	Children's food security
278		FDQ240	In the last 12 months {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?	Children's food security
279		FDQ242	In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?	Children's food security

	A	B	C	E
280		FDQ243	How often did this happen? Would you say... Almost every month, Some months, but not every month, or In only 1 or 2 months?	Children's food security
281		FDQ250	In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?	Children's food security
282	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?	Parent education
283		PEQ.021	{Do/Does} {you/{NAME}} have a high school diploma, or its equivalent, such as a GED, or neither?	Parent education
284		PEQ.030	{Are you/Is {NAME}} currently attending or enrolled in any courses from a school, college, or university?	Parent education
285		PEQ.040	{Are you/Is {NAME}} currently taking courses full-time or part time?	Parent education
286		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.	Job training
287		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.	Parent education
288		PEQ.062	What type of school or job training {are you/Is {NAME}} currently in?	Parent education
289		EMQ.020	During the past week, did {you/{NAME}} work at a job for pay?	Parent employment
290		EMQ.030	{Were you/Was {NAME}} on leave or vacation from a job?	Parent employment
291		EMQ.040	How many jobs {do you/does {NAME}} have now?	Parent employment
292		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}?	Parent employment
293		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.	Parent employment
294		EMQ.070	What {have you/has {NAME}} been doing <u>in the past 4 weeks</u> to find work?	Parent employment

	A	B	C	E
295		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)	Parent employment
296		EMQ.100	Could {you/{NAME}} have taken a job last week if one had been offered?	Parent employment
297		EMQ.120	For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}}last worked}?	Parent employment
298		EMQ.130	What kind of business or industry {is/was} this?	Parent employment
299		EMQ.140	What kind of work {are/is/were/was} {you {NAME}} doing?	Parent employment
300		EMQ.150	What {are/were} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?	Parent employment
301		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 <u>does</u> include activation, for example, for the war in Afghanistan.	Active duty military service: since child was born
302		EMQ.215	{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?	Active duty military service: current
303	<b>Welfare and Other Public Transfers</b>	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}?	Public assistance
304		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)?	Public assistance
305		WPQ.170	Does {CHILD} receive complete school lunches for <u>free</u> or <u>reduced price</u> at school?	Free/reduced lunch
306		WPQ.180	Are these lunches free or reduced price?	
307	<b>Parent Income and Assets</b>	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?	Annual family income



	A	B	C	E
308		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	Annual family income
309		PAQ.120	What was your total household income last year, to the nearest thousand?	Annual family income
310		PAQ.140/1400S	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)?	Housing
311	Mobility and Tracking Updates	CMQ.010	Have you moved since {DATE OF LAST INTERVIEW}?	Child Mobility
312		CMQ.020/0200S	Why did you move?	Child Mobility
313		CMQ.680	WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?	Closing
314		CMQ.690/6900S	WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?	Closing
315		CMQ.695	WHERE WAS THIS INTERVIEW CONDUCTED?	Closing

	A	B	C	E
316		CMQ.700	<p>Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.</p> <p>We really appreciate the time you have taken over the past 6 years to talk to us. You and others who have participated in the study have given us a wealth of information for researchers and policymakers to use to learn more about children's educational experiences. At this time we do not have plans to contact you next year, but someone may follow up with you in the future to see how {CHILD} is doing. If you want to know more about the study, please go to <a href="http://nces.ed.gov/ecls">nces.ed.gov/ecls</a>.</p>	Closing
317		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?	Closing
318		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.	Closing
319		CMQ.703	Thank you.	Closing
320		CMQ.720	PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.	Closing

### Spring Fifth-Grade General Classroom Teacher Questionnaire, Appendix D

Section	Item #	Item Stem	Source	Construct	Research Question
Student, School, and Staff Activities	A1 a-d	Which of the following subjects do you teach during this school year? a. Reading/language arts b. Mathematics c. Science d. Social studies	ECLS-K:2011 Grade 3	Subjects taught	TQ3
	A2 a-j	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? 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	Use of class time, by subject area	TQ1

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"> <li>a. Reading and language arts</li> <li>b. Mathematics</li> <li>c. Social studies</li> <li>d. Science</li> <li>e. Music</li> <li>f. Art</li> <li>g. Physical education</li> <li>h. Dance/creative dramatics</li> <li>i. Theatre/creative dramatics</li> <li>j. Foreign language (excluding English for ELL students)</li> </ul>	ECLS-K	Use of class time, by subject area	TQ1
A4	<p>How many days a week do children have recess? Zero; One; Two; Three; Four; Five; Other/Varies by week</p>	ECLS-K	Class activities (outside of class)/recess	TQ1
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?</p>	ECLS-K	Class activities (outside of class)/recess	TQ1
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"> <li>a. Attend teacher-parent conferences</li> <li>b. Volunteer regularly to help in your classroom or another part of the school</li> <li>c. Attend open houses or parties</li> <li>d. Attend art/music events or demonstrations</li> </ul>	ECLS-K	Parent involvement in school	TQ2

	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"> <li>a. Individual child's achievement relative to the rest of the class</li> <li>b. Individual child's achievement relative to local, state, or professional standards</li> <li>c. Individual improvement or progress over past performance</li> <li>d. Effort</li> <li>e. Class participation</li> <li>f. Daily attendance</li> <li>g. Classroom behavior or conduct</li> <li>h. Cooperativeness with other children</li> <li>i. Ability to follow directions</li> </ul>	ECLS-K	Methods of assessing children's progress	TQ1
<b>Views on School Climate and School Environment</b>	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"> <li>a. The level of child misbehavior ( for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.</li> <li>b. Many of the children I teach are not capable of learning the material I am supposed to teach them.</li> <li>c. Parents are supportive of school staff.</li> <li>d. There is a great deal of cooperative effort among the staff members.</li> <li>e. There is a consensus among administrators and teachers on goals and expectations.</li> <li>f. The academic standards at this school are too low.</li> <li>g. The school administrator sets priorities, makes plans, and sees that they are carried out.</li> </ul>	ECLS-K	School climate	TQ4

		h. The school administration's behavior toward the staff is supportive and encouraging.			
	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's sense of efficacy; Job satisfaction	TQ4
<b>Teacher Background</b>	C1	What is your gender?	ECLS-K	Teacher demographic information	TQ4
	C2	In what year were you born?	ECLS-K	Teacher demographic information	TQ4
	C3	Are you Hispanic or Latino?	ECLS-K	Teacher demographic information	TQ4
	C4	Which best describes your race? MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.	ECLS-K	Teacher demographic information	TQ4

C5 a-j	<p>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?</p> <ul style="list-style-type: none"> <li>a. Preschool or kindergarten</li> <li>b. First grade</li> <li>c. Second grade</li> <li>d. Third grade</li> <li>e. Fourth grade</li> <li>f. Fifth grade</li> <li>g. Sixth grade or higher</li> <li>h. English as a Second Language (ESL), bilingual education, and/or dual language program</li> <li>i. Special education program</li> <li>j. Program for gifted children</li> </ul>	ECLS-K	Teaching experience, by grade and program	TQ4
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	Teaching experience, total years	TQ4
C7	Is this school year the first year you have taught in this school?	New	First year teaching in this school	TQ4
C8	What is the highest level of education you have completed?	ECLS-K	Teacher's education	TQ4

	C9 a-n	<p>If you have an associate's or bachelor's degree, indicate your undergraduate major field of study.</p> <ul style="list-style-type: none"> <li>a. Early childhood education</li> <li>b. Elementary education</li> <li>c. English</li> <li>d. Reading and/or language arts</li> <li>e. Curriculum and instruction</li> <li>f. Mathematics education</li> <li>g. Mathematics</li> <li>h. Science education</li> <li>i. Life science</li> <li>j. Physical science</li> <li>k. Earth science</li> <li>l. Special education</li> <li>m. Other education-related major (for example, secondary education, educational psychology, administration, music education, etc.)</li> <li>n. Non-education major (for example, history, etc.)</li> </ul>	ECLS-K	Teacher's education: major field of study	TQ4
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	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"> <li>a. Early childhood education</li> <li>b. Elementary education</li> <li>c. English</li> <li>d. Reading and/or language arts</li> <li>e. Curriculum and instruction</li> <li>f. Mathematics education</li> <li>g. Mathematics</li> <li>h. Science education</li> <li>i. Life science</li> <li>j. Physical science</li> <li>k. Earth science</li> <li>l. Special education</li> <li>m. Other education-related major (for example, secondary education, educational psychology, administration, music education, etc.)</li> <li>n. Non-education major (for example, history, etc.)</li> </ul>	ECLS-K	Teacher's education: major field of study	TQ4
	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"> <li>a. Using published research evidence to identify and select effective interventions and supports for students</li> <li>b. Using formal assessment data to inform the choice of READING interventions and supports for students</li> <li>c. Using formal assessment data to inform the choice of MATH interventions and supports for students</li> <li>d. Using data to inform the choice of behavioral interventions and supports for students</li> </ul>		Teacher's education: coursework ; Response to Intervention-related practices	TQ4

	C12	Which of the following describes the teaching certificate you currently hold in THIS state?	ECLS-K	Type of teaching certification held	TQ4
	C13	Date questionnaire completed		N/A	N/A

### Spring Fifth-Grade Reading and Language Arts Teacher Questionnaire, Appendix E

Section	Item #	Item Stem	Source	Construct	Research Question
<b>Part 1: Please answer the questions in Part 1 about the child identified on the cover of this questionnaire.</b>					
<b>Social Skills</b>	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	Social skills and approaches to learning	TQ5
	A2 a-g	Please indicate how often each of these items applies to the child identified on the cover of this questionnaire. 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	School liking and avoidance	TQ5
<b>Classroom Behaviors</b>	B1 a-m	Please read each statement and decide whether it is a "true" or "untrue" description of this child's reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen the child in that situation, then mark "not applicable." a. Is easily distracted when listening to a story. b. Can stop him/herself when s/he is told to stop. c. Looks around the room when doing school work. d. Can stop him/herself from doing things too quickly. e. When working on an activity, has a hard time keeping her/his mind on it. f. Has an easy time waiting. g. Has a hard time paying attention. h. Has a hard time waiting his/her turn to talk when excited. i. Needs to be told to pay attention. j. Gets distracted when trying to pay attention in class. k. Likes to plan carefully before doing something. l. Is good at following directions. m. Has a hard time slowing down when rules say to walk.	Source: Adapted from the Temperament in Middle Childhood Questionnaire. Simonds, J. and Rothbart, M. (2004)	Classroom behaviors	TQ5

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> <p>a. This is a good group of kids  b. I worry when this child is with this group</p> <p>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</p>	Adapted from Vandell, 2001.	Peer relationships	TQ5
	C2 a-i	<p>Please indicate how often each of these items applies to the child identified on the cover of this questionnaire, particularly in the context of his or her behavior with peers.</p> <p>a. Seems concerned when other children are distressed.  b. Is not chosen as playmate by peers.  c. Peers avoid this child.  d. Is kind towards peers.  e. Is excluded from peers' activities.  f. Is cooperative with peers.  g. Shows concern for moral issues (for example, fairness, welfare of others).  h. Is ignored by peers.  i. Offers help or comfort when other children are upset.</p>	Adapted from the Child Behavior Scale. Gary W. Ladd, 2010	Peer acceptance/exclusion	TQ5
	C3 a-d	During this school year, how often have <u>other students</u> ...	Source: Adapted from Espelage and Holt, 2011	Target of victimization by other students	TQ5

		<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>			
	C4 a-d	<p>During this school year, how often has <u>this student</u>...</p> <p>a. Teased, made fun of, or called <u>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	Victimization of other students by this student	TQ5
	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.	Peer relationships; emotional intelligence	TQ5
<b>Student Information</b>	D1 a-d	<p>Are you this child's primary teacher in the following subject areas?</p> <p>a. Reading/language arts</p> <p>b. Mathematics</p> <p>c. Science</p> <p>d. Social studies</p>	ECLS-K	Grade/class configuration	TQ1
	D2	How long has this child been in your reading/language arts class this school year until now?	ECLS-K	Family mobility	TQ3
	D3	Please indicate the total number of times this child has been absent from your reading/language arts class during the current school year.	ECLS-K	Attendance	TQ3; TQ5

D4 a-c	<p>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?</p> <p>a. Individual tutoring or remedial program in reading/language arts</p> <p>b. Gifted and talented program in reading/language arts</p> <p>c. Gifted and talented program with no specific content focus</p>	ECLS-K	Receipt of remedial or gifted services	TQ3; TQ7
D5	Is English this child's native language?	ECLS-K	Native language other than English	TQ2; TQ3
D6	Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?	ECLS-K	Receipt of instruction for English language learners	TQ1; TQ3
D7	<p>Would you say the instruction this child receives is primarily ...</p> <p>Programs that focus on developing students' literacy in two languages; programs that focus on developing students' literacy <u>solely in English</u>; other program(s) (<i>PLEASE SPECIFY</i>); 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.	Receipt of instruction for English language learners	TQ1; TQ3
D8 a-c		ECLS-K	Receipt of instruction for English language learners	TQ1; TQ3
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</p> <p>b. Program that focuses on developing students' literacy solely in English</p> <p>c. Other program</p>	ECLS-K	Receipt of instruction for English language learners	TQ1; TQ3

D10	During this school year, how often is this child's <u>reading instruction</u> provided in his/her native language?	ECLS-K	Receipt of instruction for English language learners	TQ1; TQ3
D11	Does this child have an IEP on record with the school?	ECLS-K	IEP status	TQ3; SEQ1
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	Receipt of special education services	TQ1; TQ3; SEQ1
D13	Does this child receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?	ECLS-K	Use of accommodations in assessments	TQ3; TQ7
D14 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	Comparison to peers: academic skills for current grade level in reading, language arts, and social studies	TQ5
D15	How often does this child work to the best of her/his ability in READING AND LANGUAGE ARTS?	ECLS-K	Working to the best of one's ability	TQ5
D16	How many instructional groups based on achievement or ability levels in READING do you currently have in this child's class?	ECLS-K	Use of achievement grouping: Reading	TQ1; TQ3
D17	In which reading instructional group is this child currently placed?	ECLS-K	Placement in achievement grouping: Reading	TQ5
D18	During this school year, have this child's parents/guardians participated in the following activities?	ECLS-K	Parent involvement in school activities	TQ2
	a. Attend regularly-scheduled conferences at your school			
	b. Attend parent/teacher informal meetings that you initiated to talk about the child's progress			
	c. Returned your telephone calls or e-mails			
	d. Initiated contact with you			
e. Volunteered to help in your classroom or school				
D19	How involved at the school would you say this child's parents/guardians are?	ECLS-K	Parent involvement in school activities	TQ2

D20	During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians?	ECLS-K	Communication with parents about child's performance	TQ6
D21	Was the purpose of the communication with this child's parents/guardians to discuss	ECLS-K	Communication with parents about child's performance	TQ6
	a. Behavior problems the child is having in school			
	b. Any problems the child is having with school work			
	c. Anything the child is doing particularly well in or better in at school			
D22	Date questionnaire completed			N/A

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





	<p>f. Integrating knowledge and ideas, for example, using information from multiple print or digital sources to locate an answer; explaining how the author uses evidence to support a point in the text; integrating information from several texts to write or speak knowledgeably about the topic; etc.</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>i. Building vocabulary, for example, studying words and their meanings in text; learning about roots, prefixes, and suffixes; etc.</p> <p>j. Understanding conventions of standard English, for example, explaining the functions of conjunctions and prepositions; using verb tense to convey various times; using punctuation to separate items in a series; etc.</p>			
E2 a-k	<p>How often do the children in <u>this class</u> engage in the following reading and language arts activities?</p> <p>a. Read silently</p> <p>b. Read books they have chosen themselves</p> <p>c. Make oral presentations about what they have read</p> <p>d. Do a group activity or project about what they have read</p> <p>e. Discuss different interpretations of what they have read</p> <p>f. Look up vocabulary words and write definitions</p> <p>g. Demonstrate understanding of words by relating them to their opposites «antonyms» and to words with similar meanings «synonyms»</p> <p>h. When given specific questions, write responses that are at least 3 to 4 sentences long</p> <p>i. Cite evidence from literary or informational texts «in books and/or digital sources» in their writing</p> <p>j. Spend extended time writing and revising text that they have written</p> <p>k. Edit their classmates' writing</p>	ECLS-K, updated to reflect "Common Core State Standards," <a href="http://corestandards.org">corestandards.org</a>	Time spent on specific activities and skills in reading/language arts	TQ7

Classroom and Student Characteristics	F1	As of today's date, how many children... a. Are currently enrolled in this class? b. Are boys? c. Are girls?	ECLS-K	Classroom characteristics: enrollment, gender distribution	TQ7
	F2	What grade levels are included in this class? a. 3rd grade or lower b. 4th grade c. 5th grade d. 6th grade e. 7th grade or higher	ECLS-K	Classroom characteristics: grade levels within class	TQ7
	F3	How many of the children in this class are repeating their grade this year?	ECLS-K	Classroom characteristics: number of repeaters	TQ2; TQ3
	F4	How many children in this class... a. Are classified as Gifted and Talented? b. Are participating in a Gifted and Talented program?	ECLS-K	Student absenteeism	TQ2
	F5	How many children in this class are absent on an average day?	ECLS-K	Student absenteeism	TQ2
	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	Students above or below grade level in reading/social studies	TQ3
	F7	At this point in the school year, how would you rate the behavior of the children in this class?	ECLS-K	Overall behavior of the class	TQ2; TQ5
	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)	Classroom climate (student difficulties)	TQ2; TQ5
	F9	How many children in this class have a diagnosed disability?	ECLS-K	Number of students with disabilities	TQ3
	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	Number of English language learners	TQ3

	F11	How many English language learners (ELLs) do you have in this class?	ECLS-K	Number of English language learners	TQ3
<b>Classroom Instruction and Evaluation</b>	G1 a-e	In a typical day, how much time do children in this reading and language arts 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	Proportion of time students spend working independently, small group, large group	TQ1
	G2	How often do children in this reading and language arts class go to the school library or media center?	ECLS-K	Availability, use, and adequacy of resources	TQ1
	G3	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. a. Desktop or laptop computer or other computer-type device (for example, iPad/other tablet, eReader such as Kindle or Nook) b. Cell phone/smartphone (for example, iPhone) c. Interactive whiteboard (for example, SMART Board, Activboard) d. Document camera or document projector (for example, ELMO, HoverCam) e. LCD or DLP projector f. Digital camera (still or video) g. CD player, MP3 player/iPod, cassette/tape player h. DVD player, VCR, or video streaming device (for example, Roku) i. TV j. Student response system (for example, clickers, responders, ActiVote, ActiExpression) k. Microphone or classroom audio sound system (for example, TopCat, Redcat)	ECLS-K	Availability, use, and adequacy of resources	TQ1
	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.	ECLS-K	Use of homework	TQ1

	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?	ECLS-K	Use of homework	TQ1
	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	Response to Intervention-related policies and practices	TQ6
<b>Staff Activities</b>	H1	Did you participate in any professional development within the last 12 months?	ECLS-K:2011 Grade 1	Professional development activities	TQ4
	H2 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 READING b. How to use and apply assessment data to guide READING instruction c. How to implement the READING curriculum	Adapted from Reading First Impact Study--Teacher Survey	Professional development activities; Response to Intervention-related policies and practices	TQ6

## Spring Fifth-Grade Math Teacher Questionnaire, Appendix E

Section	Item #	Item Stem	Source	Construct	Research Question
<b>Part 1: Please answer the questions in Part 1 about the child identified on the cover of this questionnaire.</b>					
<b>Student Information</b>	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	Grade/class configuration	TQ1
	A2	How long has this child been in your math class this school year until now?	ECLS-K	Family mobility	TQ3
	A3	Please indicate the total number of times this child has been absent from your math class during the current school year.	ECLS-K	Attendance	TQ3; TQ5
	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	Receipt of remedial or gifted services	TQ3; TQ7
	A5	Is English this child's native language?	ECLS-K	Native language other than English	TQ2; TQ3
	A6	During this school year, how often is this child's <u>math instruction</u> provided in his/her native language?	ECLS-K	Receipt of instruction for English language learners	TQ2; TQ3
	A7	Overall, how would you rate this child's academic skills in math, based on curriculum standards for his/her current grade level?	ECLS-K	Comparison to peers: academic skills for current grade level in math	TQ5

A8	How often does this child work to the best of her/his ability in MATH?	ECLS-K	Working to the best of one's ability	TQ5
A9	How many instructional groups based on achievement or ability levels in MATHEMATICS do you currently have in this child's class?	ECLS-K	Use of achievement grouping: mathematics	TQ1; TQ3
A10	In which mathematics instructional group is this child currently placed?	ECLS-K	Placement in achievement grouping: mathematics	TQ5
A11	During this school year, have this child's parents/guardians participated in the following activities? a. Attend regularly-scheduled conferences at your school b. Attend parent/teacher informal meetings that you initiated to talk about the child's progress c. Returned your telephone calls or e-mails d. Initiated contact with you e. Volunteered to help in your classroom or school	ECLS-K	Parent involvement in school activities	TQ2
A12	During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians?	ECLS-K	Communication with parents about child's performance	TQ6
A13	Was the purpose of the communication with this child's parents/guardians to discuss a. Behavior problems the child is having in school b. Any problems the child is having with school work c. Anything the child is doing particularly well in or better in at school	ECLS-K	Communication with parents about child's performance	TQ6
A14	Date questionnaire completed			N/A

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

<p><b>Mathematics Instruction</b></p>	<p>B1 a-g</p>	<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 <u>bold text</u>. The unbolded examples are only a sample of things you may do or cover under this skill area.</p> <p>a. Using algebraic thinking, for example, using parentheses in numerical expressions; writing and interpreting simple numerical expressions; generating and graphing numerical patterns; etc.</p> <p>b. Understanding place value, for example, understanding the value of a digit in one place as compared to an adjacent place; using whole number exponents to denote powers of 10; reading, writing, and comparing decimals to thousandths; rounding decimals; etc.</p> <p>c. Adding, subtracting, multiplying, and dividing multiple-digit whole numbers and decimals to hundredths</p> <p>d. Understanding fractions, for example, adding and subtracting fractions with unlike denominators; understanding the relationship between decimals and fractions; solving real world problems involving multiplying and dividing fractions by whole numbers; etc.</p>	<p>ECLS-K, updated to reflect "Common Core State Standards," <a href="http://corestandards.org">corestandards.org</a></p>	<p>Time spent on specific activities and skills in mathematics</p>	<p>TQ7</p>
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	<p>e. Using concepts of geometric measurement, for example, converting among different measurement units; making plots or graphs to display fractions of a unit; understanding and using units of volume; solving volume problems using multiplication and addition; etc.</p> <p>f. Representing and interpreting data, for example, making line plots or other visuals to display fractions of a unit; using operations on fractions to answer questions about a line plot; etc.</p> <p>g. Understanding geometric concepts, for example, using axes (perpendicular lines) to define a coordinate system; classifying two-dimensional figures such as squares and rectangles; etc.</p>			
B2 a-m	<p>How often do the children in this class engage in the following mathematics activities?</p> <p>a. Solve mathematics problems from textbooks or workbooks</p> <p>b. Solve mathematics problems from the blackboard, whiteboard/SMART Board®, or projector</p> <p>c. Solve mathematics problems in small groups or with a partner</p> <p>d. Work with measuring instruments (for example, rulers, compasses, protractors)</p> <p>e. Work with manipulatives (for example, geometric shapes, fraction bars)</p> <p>f. Use a calculator</p> <p>g. Take mathematics tests/quizzes</p>	ECLS-K, updated to reflect "Common Core State Standards," <a href="http://corestandards.org">corestandards.org</a>	Time spent on specific activities and skills in mathematics	TQ7

		<p>h. Write a few sentences about how to solve a mathematics problem</p> <p>i. Discuss solutions to mathematics problems with other students</p> <p>j. Work on and discuss mathematics problems that reflect real-life situations</p> <p>k. Use a computer or tablet (e.g., iPad, Surface) for math (beyond using the device's calculator)</p> <p>l. Interpret visual representations (for example, diagrams, graphs, tables, models)</p> <p>m. Create visual representations (for example, diagrams, graphs, tables, models)</p>			
<b>Classroom and Student Characteristics</b>	C1 a-c	<p>As of today's date, how many children...</p> <p>a. Are currently enrolled in this class?</p> <p>b. Are boys?</p> <p>c. Are girls?</p>	ECLS-K	Classroom characteristics: enrollment, gender distribution	TQ1; TQ2
	C2 a-e	<p>What grade levels are included in this class?</p> <p>a. 3rd grade or lower</p> <p>b. 4th grade</p> <p>c. 5th grade</p> <p>d. 6th grade</p> <p>e. 7th grade or higher</p>	ECLS-K	Classroom characteristics: grade levels within class	TQ2
	C3	How many of the children in this class are repeating their grade this year?	ECLS-K	Classroom characteristics: number of repeaters	TQ2; TQ3
	C4 a-b	<p>How many children in this class...</p> <p>a. Are classified as Gifted and Talented?</p> <p>b. Are participating in a Gifted and Talented program?</p>	ECLS-K	Classroom characteristics: number of gifted and talented	TQ3
	C5	How many children in this class are absent on an average day?	ECLS-K	Students above or below grade level	TQ3
	C6	How many children in this class are below grade level, about on grade level, or above grade level in mathematics skills?	ECLS-K	Student absenteeism	TQ2

	C7	At this point in the school year, how would you rate the behavior of the children in this class?	ECLS-K	Overall behavior of the class	TQ2; TQ5
	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)	Classroom climate (student difficulties)	TQ2; TQ5
	C9	How many children in this class have a diagnosed disability?	ECLS-K	Number of students with disabilities	TQ3
	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	Number of English language learners	TQ3
	C11	How many English language learners (ELLs) do you have in this class?	ECLS-K	Number of English language learners	TQ3
<b>Classroom Instruction and Evaluation</b>	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	Proportion of time students spend working independently, small group, large group	TQ1

	D2 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"> <li>a. Desktop or laptop computer or other computer-type device (for example, iPad/other tablet, eReader such as Kindle or Nook)</li> <li>b. Cell phone/smartphone (for example, iPhone)</li> <li>c. Interactive whiteboard (for example, SMART Board, Activboard)</li> <li>d. Document camera or document projector (for example, ELMO, HoverCam)</li> <li>e. LCD or DLP projector</li> <li>f. Digital camera (still or video)</li> <li>g. CD player, MP3 player/iPod, casset/tape player</li> <li>h. DVD player, VCR, or video streaming device (for example, Roku)</li> <li>i. TV</li> <li>j. Student response system (for example, clickers, responders, ActiVote, ActivExpression)</li> <li>k. Microphone or classroom audio sound system (for example, TopCat, Redcat)</li> </ul>	ECLS-K	Availability, use, and adequacy of resources	TQ1
	D3	<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.</p>	ECLS-K	Use of homework	TQ1
	D4	<p>On days when homework is assigned, how much time do you expect children in this class to spend on homework in math?</p>	ECLS-K	Use of homework	TQ1

	D5 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	Response to Intervention-related policies and practices	TQ6
<b>Staff Activities</b>	E1	Did you participate in any professional development* within the last 12 months?	ECLS-K:2011 Grade 1	Professional development activities	TQ4
	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	Response to Intervention-related policies and practices	TQ6

### Spring Fifth-Grade Science Teacher Questionnaire, Appendix E

Section	Item #	Item Stem	Source	Construct	Research Question
<b>Part 1: Please answer the questions in Part 1 about the child identified on the cover of this questionnaire.</b>					
<b>Student Information</b>	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	Grade/class configuration	TQ1
	A2	How long has this child been in your science class this school year until now?	ECLS-K	Family mobility	TQ3
	A3	Please indicate the total number of times this child has been absent from your science class during the current school year.	ECLS-K	Attendance	TQ3; TQ5
	A4	Is English this child's native language?	ECLS-K	Native language other than English	TQ2; TQ3
	A5	During this school year, how often is this child's <u>science instruction</u> provided in his/her native language?	ECLS-K	Receipt of instruction for English language learners	TQ2; TQ3
	A6	Overall, how would you rate this child's academic skills in SCIENCE, based on curriculum standards for his/her current grade level?	ECLS-K	Comparison to peers: academic skills for current grade level in science	TQ5
	A7	How often does this child work to the best of his/her ability in SCIENCE?	ECLS-K	Working to the best of one's ability	TQ5

A8	<p>During this school year, have this child's parents/guardians participated in the following activities?</p> <p>a. Attend regularly-scheduled conferences at your school</p> <p>b. Attend parent/teacher informal meetings that you initiated to talk about the child's progress</p> <p>c. Returned your telephone calls or e-mails</p> <p>d. Initiated contact with you</p> <p>e. Volunteered to help in your classroom or school</p>	ECLS-K	Parent involvement in school activities	TQ2
A9	<p>During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians?</p>	ECLS-K	Communication with parents about child's performance	TQ6
A10	<p>Was the purpose of the communication with this child's parents/guardians to discuss</p> <p>a. Behavior problems the child is having in school</p> <p>b. Any problems the child is having with school work</p> <p>c. Anything the child is doing particularly well in or better in at school</p>	ECLS-K	Communication with parents about child's performance	TQ6
A11	Date questionnaire completed			N/A
<p><b>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.</b></p>				

<b>Science Instruction</b>	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 SCIENCE 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 <b>bold text</b>. The unbolded examples are only a sample of things you may do or cover under this skill area.</p> <ul style="list-style-type: none"> <li>a. Physical science, for example, understanding matter, chemical reactions, gravity, energy, etc.</li> <li>b. Life science, for example, learning about organisms, life cycles, food chains, ecosystems, etc.</li> <li>c. Earth science, for example, learning about the solar system; interactions of the geosphere, hydrosphere, atmosphere, and biosphere; effects of human activity on Earth's resources and environments, etc.</li> <li>d. Conceptual modeling, for example, developing and using models to describe events, phenomena, etc.</li>   <li>e. Scientific testing, for example, planning and conducting investigations, observing and measuring using appropriate tools and fair tests to generate data, etc.</li>   <li>f. Analysis and conclusions, for example, analyzing the results of a scientific investigation and determining whether the results support the initial prediction, etc.</li>   <li>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.</li> </ul>	ECLS-K, updated to reflect "Common Core State Standards," <a href="http://corestandards.org">corestandards.org</a>	Time spent on specific activities and skills in science	TQ7
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		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.			
	B2 a-l	<p>How often do the children in this class engage in the following science activities?</p> <p>a. Read a science textbook or e-book</p> <p>b. Discuss science in the news</p> <p>c. Generate and test hypotheses</p> <p>d. Work with other children on a science activity or project</p> <p>e. Use hands-on science equipment (e.g., magnifying glass, scales, thermometers, microscopes, dissecting tools, etc.)</p> <p>f. Use "virtual" science equipment, that is, use computer-based interactive renderings of science equipment</p> <p>g. Engage in hands-on activities or investigations in science</p>	ECLS-K, updated to reflect "Common Core State Standards," <a href="http://corestandards.org">corestandards.org</a>	Time spent on specific activities and skills in science	TQ7
		h. Engage in "virtual" activities or investigations in science, that is, using computer-based tools for the activities or investigations			
		<p>i. Talk about measurements and results from children's hands-on activities</p> <p>j. Talk about measurements and results from "virtual" activities</p> <p>k. Prepare a written science report</p> <p>l. Take a science test or quiz</p> <p>m. Use library or media center resources for science</p>			
<b>Classroom and Student Characteristics</b>	C1 a-c	As of today's date, how many children: are currently in this class, are boys, are girls	ECLS-K	Classroom characteristics: enrollment, gender distribution	TQ1; TQ2
	C2 a-e	What grade levels are included in this class?	ECLS-K	Classroom characteristics: grade levels within class	TQ2

		a. 3rd grade or lower			
		b. 4th grade			
		c. 5th grade			
		d. 6th grade			
		e. 7th grade or higher			
	C3	How many of the children in this class are repeating their grade this year?	ECLS-K	Classroom characteristics: number of repeaters	TQ2; TQ3
	C4 a-b	How many children in this class...	ECLS-K	Classroom characteristics: number of gifted and talented	TQ3
		a. Are classified as Gifted and Talented?			
		b. Are participating in a Gifted and Talented program?			
	C5	How many children in this class are absent on an average day?	ECLS-K	Student absenteeism	TQ3
	C6	How many children in this class are below grade level, about on grade level, or above grade level in science?	ECLS-K	Students above or below grade level in science	TQ2
	C7	At this point in the year, how would you rate the behavior of the children in this class?	ECLS-K	Overall behavior of the class	TQ2; TQ5
	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)	Classroom climate (student difficulties)	TQ2; TQ5
	C9	How many children in this class have a diagnosed disability?	ECLS-K	Number of students with disabilities	TQ3
	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	Number of English language learners	TQ3
	C11	How many English language learners (ELLs) do you have in this class?	ECLS-K	Number of English language learners	TQ3

<b>Classroom Instruction and Evaluation</b>	D1 a-e	<p>In a typical day, how much time do children in this science class spend in the following activities?</p> <ul style="list-style-type: none"> <li>a. Working independently</li> <li>b. Working on individual tasks under teacher direction</li> <li>c. Working with peers under teacher direction</li> <li>d. Working in small groups with teacher</li> <li>e. Teacher lecture with large group and/or large group discussion led by teacher</li> </ul>	ECLS-K:2011 Grade 1	Proportion of time students spend working independently, small group, large group	TQ1
	D2 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"> <li>a. Desktop or laptop computer or other computer-type device (for example, iPad/other tablet, eReader such as Kindle or Nook)</li> <li>b. Cell phone/smartphone (for example, iPhone)</li> <li>c. Interactive whiteboard (for example, SMART Board, Activboard)</li> <li>d. Document camera or document projector (for example, ELMO, HoverCam)</li> <li>e. LCD or DLP projector</li> <li>f. Digital camera (still or video)</li> <li>g. CD player, MP3 player/iPod, cassette/tape player</li> <li>h. DVD player, VCR, or video streaming device (for example, Roku)</li> <li>i. TV</li> <li>j. Student response system (for example, clickers, responders, ActiVote, ActivExpression)</li> <li>k. Microphone or classroom audio sound system (for example, TopCat, Redcat)</li> </ul>	ECLS-K	Availability, use, and adequacy of resources	TQ1

	D3	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.	ECLS-K	Use of homework	TQ1
	D4	On days when homework is assigned, how much time do you expect children in this class to spend on homework in science?	ECLS-K	Use of homework	TQ1
	D5 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	Response to Intervention-related policies and practices	TQ7
<b>Staff Activities</b>	E1	Did you participate in any professional development* within the last 12 months?	ECLS-K:2011 Grade 1	Professional development activities	TQ4
	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 SCIENCE b. How to use and apply assessment data to guide SCIENCE instruction c. How to implement the SCIENCE curriculum	Adapted from Reading First Impact Study--Teacher Survey	Professional development activities; Response to Intervention-related policies and practices	TQ6

## Spring Fifth-Grade Special Education Teacher Teacher-Level Ques

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	Which best describes your race? MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.	ECLS-K
5	What is the highest level of education you have completed?	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"> <li>a. Emergency credential</li> <li>b. Provisional or temporary credential</li> <li>c. Disability-specific credential or endorsement</li> <li>d. Special education credential or endorsement (for more than one disability category)</li> <li>e. General education credential</li> <li>f. Speech/language therapy state license or certification</li> <li>g. Physical therapy state license or certification</li> <li>h. Occupational therapy state license or certification</li> <li>i. Social work license or certification</li> <li>j. School psychology license or certification</li> <li>k. Clinical psychology license or certification</li> <li>l. Certificate of Clinical Competence</li> <li>m. Other professional license, credential, or endorsement</li> </ul> <p>(PLEASE SPECIFY)</p>	ECLS-K

10	<p>Have you taken the exam for National Board for Professional Teaching Standards certification?          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"> <li>a. Early childhood education</li> <li>b. Early childhood special education</li> <li>c. Elementary education</li> <li>d. Child development</li> <li>e. English as a Second Language (ESL) or teaching English language learners</li> <li>f. General special education</li> <li>g. Learning disabilities</li> <li>h. Intellectual disability *</li> <li>i. Orthopedic impairments</li> <li>j. Serious emotional disturbance</li> <li>k. Deafness and hearing</li> <li>l. Blindness and vision</li> <li>m. Communication disorders</li> <li>n. Infants and toddlers with disabilities</li> <li>o. Physical therapy</li> <li>p. Occupational therapy</li> <li>q. School psychology</li> <li>r. Classroom management</li> </ul>	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"> <li>a. Using published research evidence to identify and select effective interventions and supports for students</li> <li>b. Using formal assessment data to inform the choice of READING interventions and supports for students</li> <li>c. Using formal assessment data to inform the choice of MATH interventions and supports for students</li> <li>d. Using data to inform the choice of behavioral interventions and supports for students</li> </ul>	ECLS-K:2011 Grade 1
13	<p>Which of the following best describes your current position in this school?</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>	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</p> <p>b. In a special education classroom</p> <p>c. In a non-classroom space (for example, office, therapy room, small work space, mobile van, etc.)</p> <p>d. In a location outside of the school setting (for example, a child's home, a private clinic, etc.)</p> <p>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.</p> <p>b. I am certain I am making a difference in the lives of the children I work with.</p> <p>c. If I could start over, I would choose this career again.</p> <p>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?)</p> <p>1-10; 11-20; 21-40; More than 40; Don't know</p>	ECLS-K
18	Date questionnaire completed:	

**tionnaire, Appendix F**

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 Fifth-Grade Special Education Teacher Child-Level Questionnaire, Appendix F

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	In what capacity or capacities do you teach or provide services to this child? a. Provide instruction directly to the child b. Provide related services directly to the child c. Provide consultation services directly to the child d. Provide indirect consultation services (for example, consultation to the child's teacher) e. Provide case management f. Other (PLEASE SPECIFY)	ECLS-K
4	When was this child first <u>determined eligible</u> for special education or related services?	ECLS-K
5	Is this the first school year that the child has been <u>receiving</u> special education services?	ECLS-K
6	When did this child first start <u>receiving</u> special education or related services?	ECLS-K
7	To what extent were you involved in planning the transition from last year's special education program to this year's special education program for this child?	ECLS-K
8	To what extent did you communicate with the person(s) who provided special education for this child last year?	ECLS-K
9	Have you reviewed this child's records related to special education services provided before this school year?	ECLS-K
10	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.	ECLS-K

**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> <ul style="list-style-type: none"> <li>a. Speech or language impairments</li> <li>b. Specific learning disabilities</li> <li>c. Emotional disturbance</li> <li>d. Intellectual disability *</li> <li>e. Developmental delay</li> <li>f. Visual impairments «including blindness»</li> <li>g. Hearing impairments «including deafness»</li> <li>h. Orthopedic impairments</li> <li>i. Other health impairments</li> <li>j. Autism</li> <li>k. Traumatic brain injury</li> <li>l. Deaf-blindness</li> <li>m. 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)</li> <li>n. No classification given.</li> </ul>	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><b>Academics</b></p> <ul style="list-style-type: none"> <li>a. Reading</li> <li>b. Mathematics</li> <li>c. Language Arts</li> <li>d. Science</li> </ul> <p><b>Speech and language</b></p> <ul style="list-style-type: none"> <li>e. Auditory processing</li> <li>f. Listening comprehension</li> <li>g. Oral expression</li> <li>h. Voice/speech articulation</li> <li>i. Language pragmatics</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>j. Social skills</li> <li>k. General appropriateness of behavior</li> </ul> <p><b>Life skills</b></p> <ul style="list-style-type: none"> <li>l. Adaptive behavior or self-help skills</li> </ul> <p><b>Physical/Mobility</b></p> <ul style="list-style-type: none"> <li>m. Fine motor skills</li> <li>n. Gross motor skills</li> <li>o. Orientation and mobility</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>p. Other (PLEASE SPECIFY)</li> </ul>	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"> <li>a. Audiology</li> <li>b. Counseling services</li> <li>c. Occupational therapy</li> <li>d. Physical therapy</li> <li>e. Psychological services</li> <li>f. Health services</li> <li>g. Social work services</li> <li>h. Special transportation</li> <li>i. Speech or language therapy</li> <li>j. Orientation services</li> <li>k. Mobility services</li> <li>l. Rehabilitation services</li> <li>m. Other «PLEASE SPECIFY»</li> </ul>	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"> <li>a. Adaptive physical education</li> <li>b. Assistance from classroom aides «for example, teacher aide, behavioral assistant, special education aide»</li> <li>c. Interpreter for the deaf or hard of hearing «oral or sign»</li> <li>d. Teacher used Braille to provide instruction</li> <li>e. Child was taught how to use Braille</li> <li>f. Teacher used American Sign Language to provide instruction</li> <li>g. Child was taught how to use American Sign Language</li> <li>h. Teacher used Manual English to provide instruction</li> <li>i. Child was taught how to use Manual English</li> <li>j. Teacher used Cued Speech to provide instruction</li> <li>k. Child was taught how to use Cued Speech</li> <li>l. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child</li> <li>m. Tutoring/remediation from special education teacher</li> <li>n. Training, counseling, and other supports/services provided to this child's family</li> </ul>	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"> <li>a. One-on-one instruction</li> <li>b. Small-group instruction</li> <li>c. Large-group instruction</li> <li>d. Co-teaching (see definition above)</li> <li>e. Cooperative learning</li> <li>f. Peer tutoring</li> <li>g. Computer-based instruction</li> <li>h. Direct instruction</li> <li>i. Cognitive strategies</li> <li>j. Self-management</li> <li>k. Behavior management</li> <li>l. Instruction received through a sign interpreter</li> </ul>	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>	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>	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>	ECLS-K:2011



27	During this school year, approximately how often have you communicated with this child's parents about this child's program or progress «by phone, in person, or in writing, including e-mail»?	ECLS-K
28 a-h	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»	ECLS-K
29	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?	ECLS-K
30	What percentage of this child's current IEP goals have been met or nearly met at this point in the school year?	ECLS-K
31	Which of the following best expresses the likelihood that this child will continue to receive some level of special education services «through an IEP» in the next school year?	ECLS-K
32	During this school year, to what extent has this child participated in any grade-level assessment administered as part of the school's testing program?	ECLS-K
33	Did this child receive special accommodations to participate in the school's regular testing or assessment program this school year?	ECLS-K
34	In which grade is this child enrolled?	ECLS-K
35	Date Questionnaire Completed:	



<b>Construct</b>	<b>Research Question</b>
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
<b><u>DURING THE CURRENT SCHOOL YEAR.</u></b>	

Child's disability	SEQ2
Child's disability	SEQ2
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 Fifth-Grade School Administrator Questionnaire For All Schools, Appendix G

Section	Item #	Item Stem	Source	Construct	Research Question
School Characteristics	A1	How many instructional days will this school provide during this academic year?	ECLS-K	Length of school year	SAQ1
	A2 a-d	School enrollment. WRITE IN THE APPROXIMATE NUMBER OF CHILDREN FOR EACH OF THE FOLLOWING. a. Total enrollment in <u>fifth grade</u> in your school around October 1, 2015, or the date nearest to that for which data are available b. Total enrollment for your school (across all grades) around October 1, 2015, or the date nearest to that for which data are available c. Number of children who have enrolled in your school Since October 1, 2015 d. Number of children who have left your school since October 1, 2015, and have not returned	ECLS-K	Enrollment and attendance	SAQ2
	A3	Approximately, what is the <u>Average Daily Attendance</u> for your school this year?	ECLS-K	Enrollment and attendance	SAQ7
	A4	How many children is this school site designed to accommodate?	ECLS-K	Adequacy of school facility	SAQ2
	A5	Mark all grade levels included in your school.	ECLS-K	School type (grade levels)	SAQ2
	A6	Which of the following characterizes your school? MARK ALL THAT APPLY. Regular public school (not including magnet school) Public magnet school Charter school Catholic school: Diocesan; Parish; Private order Other private school, religious affiliation Private school affiliated with NAIS, no religious affiliation Other private school, no religious or NAIS affiliation Early childhood center (school/center includes preschool and/or early grades) Special education school -- primarily serves children with disabilities Year-round school Bureau of Indian Education (BIE) or tribal school	ECLS-K	School type (public/private/affiliation; grades; magnet; etc.)	SAQ2
	A7	In what year did this school start providing instruction as a public CHARTER school?	ECLS-K	School type (public/private/affiliation; grades; magnet; etc.)	SAQ2
	A8	Which of the following characterizes your public CHARTER school? For profit; Not for profit	ECLS-K	School type (public/private/affiliation; grades; magnet; etc.)	SAQ2

	A9 a-h	Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups? 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)	ECLS-K	Student demographic information: race/ethnicity distribution	SAQ2
	A10	If your school is a private, magnet, or charter school, please check here and SKIP TO Q A13.	ECLS-K:2011 Grade 1	School type (public/private/affiliation; grades; magnet; etc.)	SAQ2
	A11 a-c	About what percentage of the children enrolled in this school attend from <u>outside</u> of this school's assigned attendance area because.... 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)?	ECLS-K	Student demographic information: transfers from outside attendance area	SAQ2
	A12	About what percentage of the children enrolled in this school are from the surrounding neighborhood?	ECLS-K	School characteristics	SAQ2
	A13	About what percentage of the children enrolled in this school are eligible for free or reduced-price lunch?	ECLS-K	Student demographic information: indicator of poverty	SAQ2
<b>School-Family-Community Connections</b>	B1	Are any of the following programs for <u>fifth-grade children</u> and their families at your school site? Please include programs run by the school and those run by outside groups. a. Before-school child care b. After-school child care c. Hearing screening d. Vision screening	ECLS-K	Programs or services for children	SAQ4
	B2	Are any of the following programs or services for parents and families available at your school site? Please include programs run by the school and those run by outside groups.	ECLS-K	Programs or services for parents and families	SAQ4



	<p>a. Parenting education programs (for example, classes on child development, education in being a parent, understanding children with special needs)</p> <p>b. Adult literacy programs (including Adult Basic Education)</p> <p>c. Family literacy program</p> <p>d. Health or social services offered collaboratively by service agencies like hospitals</p> <p>e. Orientation to school setting for new families</p> <p>f. Child care so that parents can attend school parent meetings or events</p> <p>g. Programs to learn English for parents or families whose native language is not English</p>			
B3 a-f	<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	School-based programs or services for parents and families	SAQ3, SAQ4
B4 a-b	<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	Parent outreach and communication	SAQ3, SAQ4
B5	<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>	ECLS-K:2011	Parent outreach and communication	SAQ3, SAQ4
B6	<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>	ECLS-K:2011	Parent outreach and communication	SAQ3, SAQ4
B7 a-b	<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> <p>a. Classroom-specific assignments, including homework</p> <p>b. Child- or parent-specific information, such as progress reports between grading periods</p>	ECLS-K:2011	Parent outreach and communication	SAQ3, SAQ4
B8 a-f	<p>How much of a problem are the following in the neighborhood where this school is located?</p> <p>a. Tensions based on racial, ethnic, or religious differences</p> <p>b. Selling or using drugs or excessive drinking in public</p>	ECLS-K	Neighborhood problems	SAQ6

		<ul style="list-style-type: none"> <li>c. Gangs</li> <li>d. Vacant houses and buildings</li> <li>e. Crime in the neighborhood</li> <li>f. Violence in the neighborhood</li> </ul>			
	B9 a-i	<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"> <li>a. Children bringing weapons to school</li> <li>b. Theft</li> <li>c. Physical conflicts among students</li> <li>d. Children bringing in or using alcohol at school</li> <li>e. Children bringing in or using illegal drugs at school</li> <li>f. Vandalism of school property</li> <li>g. Student bullying</li> <li>h. Widespread disorder in classrooms</li> <li>i. Class cutting</li> </ul>	ECLS-K	School safety	SAQ7
	B10 a-g	<p>Does your school take any of the following measures to ensure the safety of children?</p> <ul style="list-style-type: none"> <li>a. Security guards, unarmed</li> <li>b. Security guards, armed</li> <li>c. Metal detectors</li> <li>d. Locked doors during the school day</li> <li>e. A requirement that visitors sign in</li> <li>f. Intercoms or telephones in classrooms</li> <li>g. Other (PLEASE SPECIFY)</li> </ul>	ECLS-K	Measures taken to ensure school safety	SAQ7
	B11 a-f	<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"> <li>a. Student tardiness</li> <li>b. Student absenteeism</li> <li>c. Student aggressive or disruptive behavior</li> <li>d. Teacher absenteeism</li> <li>e. Teacher turnover</li> <li>f. Overcrowding</li> </ul>	ECLS-K	Enrollment and attendance; School climate; Teacher mobility	SAQ7
	B12 a-k	<p>During the past year, to what extent did any of the following changes occur at your school?</p> <ul style="list-style-type: none"> <li>a. Funding levels decreased</li> <li>b. Enrollment increased</li> <li>c. Enrollment decreased</li> <li>d. The number of students receiving free or reduced-price lunch increased</li> </ul>	ECLS-K	Recent changes at the school	SAQ2

		<p>e. Student mobility increased (that is, the number of students transferring in and out of the school increased)</p> <p>f. There has been a reduction in staffing</p> <p>g. Class sizes increased</p> <p>h. Class sizes decreased</p> <p>i. Salaries increased</p> <p>j. Salaries decreased</p> <p>k. Number of English language learners increased</p>			
	B13	During the past year, were salaries frozen at your <u>school</u> ?	ECLS-K:2011 Grade 1	Recent changes at the school	SAQ2
		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 C14.			
	B14	During the past year, were changes made to your <u>school's</u> assigned attendance area?	ECLS-K:2011 Grade 1	Recent changes at the school	SAQ2
<b>School Policies and Practices</b>	C1	Which of the following statements describe your school's grade promotion and retention practices or policies? a. This school has a formal retention policy. b. Children can be retained more than once in each grade.			
	C2	How many <u>fourth-grade children</u> were retained at their current grade level last school year?	ECLS-K	Retention policies and practices	SAQ2
	C3	How many <u>fifth-grade children</u> were retained at their current grade level last school year?	ECLS-K	Retention policies and practices	SAQ2
	C4	Is a school-wide positive behavioral intervention and support program (for example, Positive Behavioral Support, Positive Behavioral Intervention System) implemented at your school?	Adapted from FRSS 99: Dropout Prevention Services and Programs survey	Response to Intervention-related policies and practices	SAQ9
	C5 a-d	For each of the following statements about READING and 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 READING.	Adapted from WA (RTI) and HB 2136: Spring 2010	Response to Intervention-related policies and practices	SAQ9

		<p>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.</p> <p>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.</p> <p>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.</p>			
	C6	Is Response to Intervention (RtI) currently used at your school in <u>fifth grade</u> , either partially or fully implemented?	Adapted from IDEA national Assessment Implementation Study (LEA)	Response to Intervention-related policies and practices	SAQ9
	C7 a-d	Is RtI currently implemented at your school in <u>fifth grade</u> in the following areas? a. Math b. Reading c. Writing d. Behavior/Social skills	Adapted from IDEA national Assessment Implementation Study (LEA)	Response to Intervention-related policies and practices	SAQ9
	C8	Has your school implemented the Common Core State Standards at any grade(s)?	ECLS-K:2011	Implementation of Common Core State Standards	SAQ10
	C9 a-b	Are the Common Core State Standards currently implemented at your school in <u>fifth grade</u> in the following areas? a. Reading and Language Arts b. Mathematics	ECLS-K:2011	Implementation of Common Core State Standards	SAQ10
	C10	Approximately how many years ago did your school begin implementing the Common Core State Standards in any grade or subject?	ECLS-K:2011	Implementation of Common Core State Standards	SAQ10
<b>School Programs for Particular Populations</b>	D1	Do any of the children in this school come from a home where a language other than English is spoken?	ECLS-K	Student demographic information: language other than English	SAQ2
	D2	What percentage of children in this school are English language learners (ELL)?	ECLS-K	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2

	D3	What percentage of children in <u>fifth grade</u> are English language learners (ELL)?	ECLS-K	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ2
	D4 a-c	<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>	ECLS-K	Delivery of instruction to English Language Learners (ELL) and services for language minority (LM) families	SAQ5

		c. Home visits are made to families of these children.			
	D5	Since the beginning of this school year (2015-2016), how many students have been NEWLY evaluated at your school to determine if they are eligible for an IEP?	Adapted from IDEA national Assessment Implementation Study (LEA)	Evaluation for IEP	SAQ9
	D6	Of those students who have been NEWLY evaluated at your school this school year (2015-2016), how many were found eligible for an IEP, including those who may have an IEP for speech only?	Adapted from IDEA national Assessment Implementation Study (LEA)	Special education eligibility	SAQ9
	D7 a-b	What method(s) are used in your school to determine special education ELIGIBILITY for students with learning disabilities? a. IQ-achievement discrepancy model which shows whether there is a discrepancy between <i>expected</i> performance and <i>actual</i> performance b. Response to Intervention (RtI) model	Adapted from IDEA national Assessment Implementation Study (LEA)	Special education eligibility	SAQ9
	D8 a-e	Approximately what percentage of your <u>fifth-graders</u> are in each of the following instructional programs?  a. Special education with an Individualized Education Program (IEP) b. Receive accommodations through a 504 plan c. Reading instruction for students performing below grade level in reading d. Math instruction for students performing below grade level in math e. A gifted and talented program	ECLS-K	Delivery of special education and related services to children with disabilities	SAQ4
	D9	Where are children with Individualized Education Programs (IEPs) typically served in this school?	ECLS-K	Delivery of special education and related services to children with disabilities	SAQ4
<b>Federal Programs: Title I, Adequate Yearly Progress, and Title III</b>	E1	Did your school receive Federal Title I funds for this school year?	ECLS-K:2011	Services and programs: Title I	SAQ2
	E2	Is your school operating a Title I targeted assistance or schoolwide program? Targeted assistance program; Schoolwide program	ECLS-K:2011	Services and programs: Title I	SAQ2

	E3	Did your school receive Federal Title III funds for this school year? (Title III is "Language Instruction for Limited English Proficient and Immigrant Students.")	ECLS-K:2011	Services and programs: Title III	SAQ2
	E4	At the end of the LAST school year (2014-2015), did this school made Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.)	ECLS-K:2011, Title I regulations	School status relative to Adequate Yearly Progress (AYP)	SAQ2
	E5	At the end of the LAST school year (2014-2015), 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.)	ECLS-K:2011, Title I regulations	School status relative to Adequate Yearly Progress (AYP) and school improvement	SAQ2
<b>Staffing and Teacher Characteristics</b>	F1 a-f	Approximately how many staff members does your school currently have in the following categories? 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)	ECLS-K	Numbers of full- and part-time teachers, specialists, nurses, and paraprofessionals	SAQ2
	F2 a-h	Does your school currently have any staff members (full- or part-time) in the following categories? 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	ECLS-K:2011, Grade 1	Number of staff members and specialists	SAQ2

	F3 a-e	Does your school currently have any staff members who do the following as their primary role or one of their primary roles?	ECLS-K	Response to Intervention-related policies and practices	SAQ9
		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			
	F4a-b	Please indicate the number of regular classroom teachers who have joined or left your school since October 1, 2015. a. Number of regular classroom teachers who have begun teaching in your school since October 1, 2015 b. Number of regular classroom teachers who have left your school since October 1, 2015	ECLS-K	Teacher mobility	SAQ2; SAQ7
	F5a-h	What percentage of your part-time and full-time teachers, including regular classroom, ESL/bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups? 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 number of teachers (sum of a through g)	ECLS-K	Racial and ethnic composition of teaching staff	SAQ2



	F6 a-b	Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for... a. Improved student performance on state tests? b. Reaching target goals on state tests?	ECLS-K:2011, Grade 1	Teacher Incentives	SAQ2
	F7 a-f	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	N/A	N/A
	F8	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	N/A	N/A
	F9	How long has the individual listed above been employed at this school?	ECLS-K	School administrator demographic information	SAQ8
<b>School Administrator Characteristics</b>	G1	What is your gender?	ECLS-K	School administrator demographic information	SAQ8
	G2	In what year were you born?	ECLS-K	School administrator demographic information	SAQ8
	G3	Are you Hispanic or Latino?	ECLS-K	School administrator demographic information	SAQ8
	G4	Which best describes your race?	ECLS-K	School administrator's experience	SAQ8
	G5 a-c	How many years of experience do you have in each of the following positions, including years in which you worked part time? a. Years as a teacher before becoming a school administrator b. Total numbers of years as a school administrator c. Number of years as school administrator at this school	ECLS-K:2011, Grade K	School administrator's formal education and training	SAQ8
	G6 a-f	Through which, if any, of the types of training programs below did you receive preparation for fulfilling your role as a school administrator? a. Traditional university-based training and certification program b. District-based training program (for example, the Boston Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program) c. City-based training program (for example, Cleveland's First Ring Leadership Academy ) d. State-based training program (for example, New Jersey EXCEL)	ECLS-K	School administrator's formal education and training	SAQ8

		e. Training and/or certification program run by a national non- profit organization (for example, KIPP School Leadership Program, New Leaders for New Schools) f. Another school administration preparation program			
	G7	What is the highest level of education you have completed?	ECLS-K	School administrator's formal education and training	SAQ8
	G8 a-f	What was your major field(s) of study in the highest degree you completed? a. Early childhood education b. Elementary education c. Education administration/management d. Special education e. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.) f. Non-education major (such as history, English, etc.)	ECLS-K	School administrator's familiarity with students	SAQ8
	G9	What is your best estimate of the percentage of children in your school you know by name?	ECLS-K	School administrator's use of a non-English language	SAQ8
	G10	During school hours, do you speak a language other than English with students at your school whose native language is not English?	ECLS-K	School administrator's use of a non-English language	SAQ8
	G11	Do you speak a language other than English with students' families whose native language is not English?	ECLS-K	School administrator's use of a non-English language	SAQ8
	G12	If you do not speak a language other than English with EITHER students OR students' families whose native language is not English, mark here and SKIP TO Q G14.	ECLS-K	School administrator's use of a non-English language	SAQ8
	G13	What language(s) other than English do you speak with students at your school or with their families?	ECLS-K	School administrator's familiarity with students	SAQ8
	G14	Date questionnaire completed/Questionnaire completed by:	ECLS-K		