

**Middle Grades Longitudinal Study of 2017-18 (MGLS:2017)
2016 Item Validation Field Test**

Field Test Data Collection

Request for OMB Clearance
OMB# 1850-0911 v.4

**Supporting Statement Part C
Justification for the Content of the Assessments and Surveys**

National Center for Education Statistics
U.S. Department of Education
Institute of Education Sciences
Washington, DC

June 2015

Table of Contents

C. MGLS:2017 Assessments and Surveys	2
C.1 Student Assessments Content Justification.....	2
C.1.1 Mathematics Assessment	2
C.1.2 Reading Assessment	5
C.1.3 Executive Function Assessment.....	8
C. 2 Survey Instruments Content Justification.....	13
C.2.1 Student Survey.....	13
C.2.2 Parent Survey	16
C.2.3 Mathematics Teacher Survey.....	18
C.2.4 Special Education Teacher Survey	20
C.2.5 School Administrator Survey.....	22
C.3 References.....	26
C.4 Item-Level Justification	34
C.4.1 Student Survey Items.....	35
C.4.2 Parent Survey Items.....	176
C.4.3 Math Teacher Survey Items.....	266
C.4.4 Special Education Teacher Survey Items	333
C.4.5 School Administrator Survey Items.....	362

C. MGLS:2017 Assessments and Surveys

This section provides information about the general contents of the MGLS:2017 data collection instruments that will be used in the Item Validation Field Test (IVFT). This includes student assessments (mathematics assessment, reading assessment, and executive function assessment), surveys (student survey, parent survey, math teacher survey and teacher student report, special education teacher/service provider survey and teacher student report, and school administrator surveys), student transcripts, and a facilities observation checklist.

Field test data collections include the same components as are planned for the national study. In the field test data collections, students will be administered a set of standardized assessments or item sets to measure their mathematics and reading achievement, as well as executive function, and will be asked to complete items from a student survey, gathering data on their socioemotional well-being, social behavior, and other school and outside-of-school experiences. Their parents will be asked to complete a survey that captures information about the student's family and the parents' involvement in their child's school. Mathematics and special education teachers will be asked to complete a two-part survey: a teacher-level survey about the teacher's background and experience and information on the classes they teach, and a student-level survey about the teacher's rating of the study student's performance and skills, and their programs and services. School administrators will be asked to answer questions about the characteristics of their school's population, staffing, programs, and academic support resources. Field staff will also record their observation of the school facilities and grounds. The remaining sections provide detail on the content of the respective MGLS:2017 instruments.

C.1 Student Assessments Content Justification

A key goal of the study is to understand the supports students need for academic success, high school readiness, and positive life development such as high school graduation, college and career readiness, and healthy lifestyles of all students. The study will track the progress students make in reading and mathematics and their developmental trajectories as they transition from elementary to high school.

In this section, detail is provided on the assessments that will be used to measure students' mathematics achievement, reading achievement, and executive function.

C.1.1 Mathematics Assessment

The MGLS mathematics assessment is designed to measure growth toward algebra readiness in anticipation of the demands students will encounter in high school mathematics coursework. The MGLS:2017 mathematics assessment will provide valuable information about the development of middle grades students' knowledge of mathematics and their ability to use that knowledge to solve problems, moving toward stronger reasoning, and understanding of more advanced mathematics. The longitudinal nature of the national study will allow researchers to describe trends in student performance over time and the associations between student proficiency; academic growth; and the characteristics of students, their families, classrooms, and schools.

The assessment draws on multiple sources, including the frameworks developed for the state assessment consortia (the Partnership for Assessment of Readiness for College and Careers [PARCC] and the Smarter Balanced Assessment Consortium), the most recent distribution of content domains for the National Assessment of Educational Progress (NAEP; National Assessment Governing Board [NAGB] 2009, 2011) and

Trends in International Mathematics and Science Study (TIMSS; 2011) assessments, the Common Core State Standards (CCSS), and the National Council for Teachers of Mathematics (NCTM) Focal Points and Essential Understandings series.

Domains of Mathematics

With limited time available for the assessment in the national study (30 minutes using a two-stage adaptive assessment administered via computer), the MGLS:2017 mathematics assessment will be centered on the domains of mathematics that are most likely to be the central focus of middle school learning in Mathematics now and in the future: the Number System, Ratios and Proportional Relationships, Expressions and Equations, and Functions. Although also important, the domains in Geometry and Statistics are not included in the selected content areas. This decision is consistent with the views of PARCC (2012) and the Smarter Balanced Assessment Consortium (2012) which also assigned Geometry and Statistics a lower priority in their assessment frameworks (even with the extended time they are devoting to assessments).

The selected domains provide the foundation for more advanced algebraic thinking and reasoning. Overall, the content progresses across the grades from fractions (and prerequisite understanding of multiplication and division) to the rational number system, including negative numbers. Proportional relationships and reasoning (ratio, rate, and proportion) build on multiplicative reasoning and, together with an understanding of expression and equations, provide a foundation for understanding linear equations, slope, and functions.

The MGLS:2017 mathematics framework aligns with the TIMSS grade 8 framework, with half of the items focused on the Number System (~30 percent of the items) and Ratio and Proportional Relationships (~20 percent of the items) and the other half focused on pre-Algebra and Algebra.

Within the selected domains, the assessment will emphasize the learning progressions discussed below.

A. Number System

By the end of grade 8, students should demonstrate understanding of number sense and a conceptual understanding and procedural fluency for the rational number system, including whole numbers, fractions, decimals, and positive and negative integers. They should have an understanding of the properties and operations of these numbers and be able to apply that understanding in problem solving settings. Students should be able to move flexibly among equivalent fractions, decimal fractions, and percents using a range of strategies. A solid understanding of fractions and multiplicative reasoning provides the foundation for students' understanding of ratio, rate, and proportional reasoning in the middle grades. Facility with fractions is an essential foundation for success in Algebra. Assessing students' understanding of fractions is important for describing the mathematics development of low-ability students. In addition to knowing rational numbers, students should know that there are numbers that are not rational and be able to approximate their size using rational numbers.

The learning progression in the number system for the middle grades begins with finding common factors and multiples and moves to comparing fractions and applying basic operations with fractions and integers to word problems. It then moves to applying (using basic operations) and representing understanding of rational numbers in multiple forms, and then to understanding the relative size of irrational numbers.

B. Ratio and Proportional Relationships

Proportional reasoning (including working with ratios, rates, and proportional relationships) is one of the most important foundational areas of learning for grades 6 to 8 (Lobato et al. 2010; Mirra 2009). Students need to move from additive reasoning to multiplicative reasoning in order to understand ratio and proportional relationships and the effect that changing one attribute (or quantity) has on other attributes (or quantities). Students learn to represent ratios, rates, and proportions and to use proportional reasoning to solve a variety of problems. In addition to providing a foundation for Algebra and Functions, proportional reasoning is important for other areas of mathematics (such as measurement, financial mathematics, and statistics) and science (such as chemistry and physics) (Lobato et al. 2010; Mirra 2009). Ratio and Proportional Relationships problems are both a central component of the middle grades mathematics curriculum and a critical step toward the kind of abstract mathematical reasoning required by high school mathematics. Understanding of unit rate and proportional constants are central to understanding slope and function. The development of the concept of unit rate and the ability to solve multistep ratio and percent problems are especially important to the later ability to solve complex algebraic problems. Thus, this content area provides a link between understanding the number system and beginning Algebra and Functions. The learning progression in the middle grades for Ratios and Proportional Relationships moves from extending students' understanding of the number system (particularly multiplying and dividing fractions and multiplicative thinking) to understanding the basic concepts of ratio, rate and proportional relationships (including unit rates, the difference between fractions and ratios, equivalent relationships); from there, it extends their ability to use rational numbers to solve problems and to understand slope and functions (Lobato et al. 2010; Mirra 2009).

C. Expressions and Equations

Understanding algebraic ideas such as expressions and equations is important for students' success in the middle grades and in later mathematics (Lloyd et al. 2011; National Governors Association Center for Best Practices 2010; Common Core Standards Writing Team 2011a). The Expressions and Equations domain includes recognizing and extending patterns, using algebraic symbols to represent mathematical situations, and developing fluency in producing equivalent expressions and solving linear equations. The understanding of equivalence (and inequalities) and representation of quantities and relationships with expressions and equations provide a foundation for algebraic reasoning. Algebraic concepts are relatively formalized by grade 8, and students should have developed an understanding of linear relationships and the concept of variables (TIMSS 2011). Many students in the middle grades may take Algebra, and this learning progression extends to solving and representing linear equations and inequalities.

The learning progression for Expressions and Equations in the middle grades moves from understanding the use of expressions (beginning with letter representations of a single number) to applying knowledge of rational numbers and operations to solve equations. From there, it progresses to constructing equations and inequalities to solve real-world problems; to recognizing different types of notation (such as square root); and finally to reasoning with equalities and inequalities, solving and representing linear equations and inequalities.

D. Functions

As students move through the middle grades, the ideas of function and variable become more important. Representation of functions as patterns (via tables), verbal descriptions, symbolic descriptions, and graphs can combine to promote a flexible grasp of the idea of function (NAGB 2009; NCTM 2009; Lloyd et al. 2011).

The learning progression for Functions in the middle grades moves from understanding the definition of a function to comparing functions represented in different ways. From there, it moves to distinguishing between linear and nonlinear functions and then comparing and creating representations of different functions. Finally, these ideas are synthesized in the high school standard that connects understanding of functions to context.

Depth of Knowledge

To ensure that the mathematics assessment is sensitive to the variation in students’ mathematics achievement, items were selected across a range of cognitive demand. The depth of knowledge (DOK) categories from the TIMSS 2011 Framework were adopted, with a distribution similar to the grade 8 TIMSS 2011: approximately 35 percent of the test will assess “knowing”, 45 percent will assess “applying”, and 20 percent will assess “reasoning”.

- **Knowing:** Recall of information such as a fact, definition, term, or a simple procedure as well as performing a simple algorithm or applying a formula.
- **Applying:** Make decisions about how to approach a problem or activity. May apply to real-life situations or be concerned with purely mathematical applications.
- **Reasoning:** Using concepts to solve problems, justifying, explaining one’s thinking, solving non-routine problems, and using higher-level logical and systematic thinking.

Table 1 shows the approximate distribution of mathematics items in the field tests by domain and depth of knowledge.

Table 1. Distribution of Items for Field Testing by Domain and Depth of Knowledge

Domain	Total	Knowing	Applying	Reasoning
Number System	47	16 (34%)	25 (53%)	6 (13%)
Ratios and Proportional Relationships	32	5 (16%)	21 (66%)	6 (19%)
Expressions and Equations	52	21 (40%)	19 (37%)	12 (23%)
Functions	25	13 (52%)	4 (16%)	8 (32%)
Total	156	55 (35%)	69 (44%)	32 (21%)

C.1.2 Reading Assessment

Domains of Reading Comprehension to be Assessed in MGLS

The MGLS:2017 reading assessment will provide valuable information about the reading achievement of students in grades 6-8 with a focus on reading comprehension. Reading comprehension involves two general classes of inter-dependent skills: foundational reading component skills and higher level comprehension skills. Foundational reading skills enable students to *decode* printed text, *recognize words*, and *read fluently*. It also involves having a command of *general vocabulary* and *morphological variants*. Higher level reading comprehension on the other hand is *purpose driven* and *contextualized*. Students form *mental models* that contain the *local*, *global*, and *inferential* information derived from text. In 21st century literacy environments, a range of both printed and digital sources need to be *evaluated* and *synthesized* in light of reader goals. The

ability to form a mental model is often contingent upon the *level of text complexity* that facilitates or presents challenges for readers (O'Reilly & McNamara, 2007).

Given these two broad domains of reading comprehension skills, the reading assessment draws on two assessments. The first assessment, called the Study Aid and Reading Assistant (SARA) is designed to measure foundational reading component skills. The second assessment, called the Global Integrated Scenario-based assessment (GISA) is designed to measure higher level reading comprehension skills.

While both the SARA and the GISA have shown promise for use with middle grades students, both were designed to take about 50-60 minutes each. The scenario-based GISA addresses purpose driven, contextualized reading comprehension while the SARA addresses individual foundational reading skills necessary for single-text comprehension. Taken together, both assessments will allow measurement for a wider range of student abilities than if either assessment were given in isolation.

The MGLS:2017 will draw from the SARA and GISA to create a combined multi-stage assessment that fits within the 30 minute time limit that is set aside for the reading assessment in the MGLS:2017 national study. Selected items from each assessment will be combined into a single two-stage adaptive assessment. Information on children's performance across both stages will be modeled to produce either a unitary or composite score (depending upon the results of factor analyses) of reading comprehension ability that draws upon both the foundational components of reading and higher level reading comprehension. Below, we describe these new forms and how they will be tested.

A. First-Stage Content

The two-stage field test assessment design consists of a brief routing block (first stage: approximately 10 minutes) followed by a skill-based block (second stage: approximately 20 minutes). The routing block will include three item types (with an estimated total of 45 items from the SARA battery) that measure foundational components of reading important for comprehension:

- Vocabulary - A single word is presented and the student decides which of three words goes with the target word. Correct answers are either synonyms (e.g., data - information) or meaning associates (e.g., thermal - heat) (~20 items; approximately 3.5 minutes).
- Morphological Awareness - The student completes a sentence by choosing from three words derived from the same root word (e.g., She is good at many sports, but her _____ is basketball: specialty, specialize, specialist). The target words vary in difficulty based on the frequency of the derived forms (i.e., lower frequency derivations are more difficult) (~13 items; approximately 3 minutes).
- Sentence Processing - The student completes sentences of increasing length and syntactic complexity by choosing from three choices (e.g., Shouting in a voice louder than her friend Cindy's, Tonya asked Joe to unlock the door, but _____ didn't respond: he, she, they). In this task, frequent words used in everyday language are used in the sentences to decrease the influence of vocabulary knowledge in this task. Consequently, the focus is on understanding of sentence syntax and meaning (rather than word meaning) (~12 items; approximately 3.5 minutes).

Items within each of the three sections in the router will range in difficulty, values which are known from previous large-scale administrations of the SARA (Sabatini, Bruce & Steinberg, 2013). Performance on the routing block will route students to one of three levels within the second-stage skill-based blocks (see Figure

1). All students will be administered the first-stage routing block and then continue into one of the second-stage skill-based blocks (Figure 1). Items in the routing block will be scored automatically in real-time. The field test data will inform development of routing thresholds for the main study, in which students of similar ability will be routed to a single second-stage block. Each skill-based block will be designed to take approximately 20 minutes. The combined, two-stage assessment is designed to take approximately 30 minutes for all students.

Figure 1: Reading routing design for the field tests

First-Stage Routing Distribution	Second-Stage Skill-Based Blocks				
	Reading components	Basic Comprehension	Scenario-Based Comprehension 1	Scenario-Based Comprehension 2	Scenario-Based Comprehension 3
Low ability	X	X	X		
Moderate Ability	X	X	X	X	X
High ability			X	X	X

B. Second-Stage Content

Reading Components Skill Block

The second-stage reading components skill block is designed to gather more information on foundational reading component skills important for comprehension. This block also includes a few items that measure basic comprehension skills. By presenting items from the full range of the SARA battery (i.e., Word Recognition/Decoding, Vocabulary, Morphology, Sentence Processing, MAZE and Passage Comprehension), we acquire information on the foundational components of reading as well as some information on how these readers comprehend texts beyond the length of a sentence. Readers assigned to this skill-based block often struggle with the foundational components of reading, and comprehension of entire passages may be difficult for some students in this group. However, it is important to include some items from the entire range of items in the SARA to properly estimate the full range of reading ability of these students. In this block, students will receive the following item types:

- Word Recognition/Decoding - Students read words (e.g., elect), pronounceable nonwords (e.g., clort) and pseudohomophones (e.g., brane) and decide whether the stimulus is a word, not a real word or sounds exactly like a real word (~25 items). Items will be selected to be of low, medium and high difficulty and have good item performance (e.g., sufficiently positive point biserial values and IRT a parameters and information functions) based on previous large-scale administrations of this subtest.
- Efficiency of Basic Reading Comprehension (MAZE task) - Students read short passages containing sentences that are completed using a forced-choice cloze task (e.g., Agriculture meant that people stayed in one place to grow their baskets / crops / rings.). These passages are between 250-300 words in length and have Flesch-Kincaid Grade Level estimates of 6th - 7th grade. Students in this block will read approximately 3 paragraphs in this way. This task is timed such that students are given 4 minutes to complete a passage and its corresponding items, making it a measure of efficiency as well as basic comprehension (2 passages ~32 items).
- Passage Comprehension - Students answer questions about each passage they read while doing the MAZE task. The passages presented in the MAZE task will be presented again, one at a time, with the

correct completions for the items presented in the MAZE task. The passage will appear on the same screen as the questions. Easier questions will be selected for this skill-based block (~6 items).

Basic Comprehension Skill Block

This second-stage basic comprehension skill block is designed to gather information about students' efficiency of basic comprehension and their ability to comprehend short passages. This skill-based block will measure comprehension in a traditional design where unrelated passages and corresponding questions are presented. In this skill-based block, students will receive the following item types:

- Efficiency of Basic Reading Comprehension (MAZE task) (3 passages; ~42 items). Each passage will be between 250-300 words with Flesch-Kincaid Grade Level estimates of 6th - 7th grades.

Each passage in this task typically contains 3 paragraphs with 3 minutes to complete each passage. The passages used in this section are the same as passages that appear in the passage comprehension subtests.

- Passage Comprehension (~20 items)

Students will answer questions about the passages they read in the previous section. Items in this subtest will include questions about the textbase and inference questions.

Scenario-Based Comprehension Skill Block

This block is designed to gather information about students' ability to comprehend and reason more deeply about text and to apply what they learn from passages. There will be three different scenario-based comprehension skill blocks. These blocks will include a scenario or a purpose for reading (e.g., preparing for a classroom discussion, creating a website on a topic). Students will encounter simulated peers who will provide information about the purpose for reading, reinforce instructions and provide information that will be helpful for the test-taker. Within the scenario, students may encounter multiple passages on the same topic and will complete a variety of tasks about those passages (e.g., deciding which questions can be answered by a passage, graphic organizers such as completing a partially complete outline of a passage, sequencing steps in a process). Some tasks will be set within a digital reading context such as deciding which statements on an online discussion forum are facts, opinions, incorrect, or off-topic, based on the passages read earlier in the block.

Three blocks will be randomly assigned to students who demonstrate high ability on the router or moderate ability and who are assigned to a skill-based block (see Figure 1). Random assignment to one of three scenario-based assessments will promote broader construct coverage by sampling different topics and different item types. Students who demonstrate low ability on the router and who are assigned to the scenario-based comprehension skill block will receive the first scenario (see Figure 1). Each scenario-based comprehension skill block will be designed to contain approximately 15-20 items that can be completed in 20 minutes.

C.1.3 Executive Function Assessment

Executive function, a set of capacities and processes originating in the prefrontal cortex of the brain, permits individuals to self-regulate, engage in purposeful and goal-directed behaviors, and conduct themselves in a socially appropriate manner. Self-regulation is needed for social success, academic and career success, and

good health outcomes. Executive function includes capacities such as shifting (cognitive and attention flexibility), inhibitory control, and working memory (Hoyle and Davisson 2011; Miyake et al. 2000). Although some information is available about the development of executive functions, longitudinal work with family, school, and social adjustment correlates is needed for a thorough understanding of the sequences of development of executive functions during early adolescence (Best and Miller 2010).

As adolescents experience a multitude of challenges during their transition to the middle grades—increased workload, changes in after-school activities with the end of after-school child care, a new school environment,¹ and disruptions to their peer network—their inhibitory control and cognitive flexibility can affect how well they cope with and adapt to these challenges. For example, Jacobson et al. (2011) found that a student’s executive function during elementary school was related to teacher and parent reports of academic performance, social skills, and behavior in grade 6.

Examination of executive function in healthy adolescents is a more recent research focus, and a growing body of literature indicates positive relationships between students’ levels of executive functioning and academic, psychological, and social outcomes (Galambos et al. 2005; Jacobson et al. 2011; St. Clair-Thompson and Gathercole 2006). Both inhibitory control and working memory among adolescents are related to mathematics and English test scores of middle grade students (St. Clair-Thompson and Gathercole 2006). A National Institutes of Health (NIH) panel of experts recommends the inclusion of inhibitory control, working memory, and shifting in large-scale studies.

In addition, researchers have examined the associations of different executive functions with academic and social functioning with special populations including children with attention deficit hyperactivity disorder (ADHD), autism spectrum disorders (ASD), reading and mathematics learning disabilities, conduct disorders, substance abuse, and various neurological diseases.

Given the limited research into executive function among typically developing adolescents along with the NIH recommendation, the MGLS:2017 IVFT will evaluate several measures of inhibitory control, working memory, and shifting (cognitive flexibility).

Evidence relating any specific measure to middle grade students’ achievement is sparse. Even though some studies look individually at executive function in relation to student outcomes, researchers often use factor scores that combine several measures of executive function, making it difficult to evaluate the convergent validity evidence of the individual measures. The associations demonstrated by these studies for specific measures are often limited to the early elementary grades and to a single study. MGLS:2017 will help to address the gap in this limited evidence base for young adolescents. With these measurement goals in mind, the MGLS field tests will evaluate the usefulness of four measures: Stop Signal, 2-Back with nonverbal stimulus, 3-Back with verbal stimulus, and the Hearts and Flowers task. These measures assess inhibitory control, working memory, and shifting in middle grade students.

¹ Although some students attend school in a K–12 environment, most experience a transition during the middle grades or high school years.

Inhibitory Control

Inhibitory control involves the ability to stop ongoing thoughts or actions, particularly prepotent responses. Measures of inhibitory control are strongly related to measures of the psychological construct effortful control, but effortful control does not include working memory (Liew 2011). Effortful control and executive functions provide unique contributions to early academic achievement (Blair and Razza 2007). Some measures of inhibitory control tap working memory; that is, the individual must remember and decide to act or not act on a rule. Also, regulation of attention is needed to succeed at inhibitory control tasks. The individual must be attentive to the key features of a task that signal a need for inhibition of a response. Terminating a response that has been fully activated is more difficult than stopping a response that has not yet been executed or that is in the initial stages of execution (Johnstone et al. 2007). Development of inhibitory control occurs rapidly in early childhood and advances more slowly during adolescence (Best and Miller 2010).

Researchers consider response inhibition a critical component of executive control (Verbruggen and Logan 2009). Inhibitory control is evident in behavior. Performance on measures of inhibitory control have been associated with ADHD (Alderson et al. 2007; Nigg 1999; Schachar et al. 2000) and with risk-taking behaviors such as drug use (Fillmore, Rush, and Hays 2002; Monterosso et al. 2005; Nigg et al. 2006). Inhibitory control is also thought to play a role in motivation and emotion (Knyazev 2007) and has been associated with obsessive-compulsive disorders (Chamberlain et al. 2006; Menzies et al. 2007).

Inhibitory control is consistently linked with academic performance, often in combination with different areas of executive function (Blair and Razza 2007; McClelland et al. 2007). Bull and Scerif (2001) found that young children's inhibitory control, attentional flexibility, and working memory were significantly associated with their performance in mathematics. Among adolescents, levels of inhibitory control and working memory were related to test scores in mathematics and English, with associations also found between inhibitory control and science test scores (St. Clair-Thompson and Gathercole 2006).

The Stop Signal task (Logan 1994; Hoang and Fellows, n.d.) is a measure of inhibitory control that has been positively correlated with achievement among students in the middle grades (St. Clair-Thompson and Gathercole 2006). It distinguishes children with ADHD from both typically developing children and children with other clinical problems (Nigg 1999; Schachar et al. 2000). The task revealed age effects for ages 10 through 14 (Romer, personal communication, August 22, 2013). Members of the Executive Function Content Review Panel recommended the inclusion of the Stop Signal task, though one panelist cautioned that the task might be frustrating for some students. We are concerned about how such frustration might affect student participation in the student survey and other assessments, especially for those students with certain disabilities (e.g., students in the emotional disturbance category and some students with attention difficulties). During the field tests, we will carefully observe the Stop Signal task and gather evidence to use to evaluate these concerns.

Working Memory

Working memory is considered a strong measure of reasoning ability, and is highly predictive of intelligence (Oberauer et al. 2008). It involves keeping information active in primary memory while acting on it in relation to other information, such as keeping a list of words in memory and then ordering the words alphabetically or by categories. Working memory tasks can involve verbal, visuo-spatial, or executive tasks. Development of working memory levels off across all working memory tasks between ages 14 and 15 without the addition of

more complex processing skills and manipulation of information (Best and Miller 2010).

Working memory is often associated with mathematics achievement, particularly in elementary grades (Ashcraft and Kirk 2001; Ashcraft and Krause 2007; LeFevre et al. 2005; St. Clair-Thompson and Gathercole 2006), and has been associated with English (language arts) achievement among adolescents (St. Clair-Thompson and Gathercole 2006). Research has also noted relationships between working memory and ADHD, behavior problems, and risk-taking (Alloway, Gathercole, Kirkwood, and Elliot 2009a; Alloway et al. 2009b). Researchers have estimated that as many as 70 percent of the children requiring special education services have poor working memory (Alloway et al. 2005; Gathercole, Alloway et al. 2006).

Some studies use several working memory measures and create a single factor to examine the relationship to mathematics achievement (Alloway et al. 2008) while others look individually at the working memory tasks. Associations among different types of working memory are low to moderate (Fuchs et al. 2013). When researchers report findings by type of task, verbal working memory is more consistently associated with mathematics (Alloway 2009; Bull and Scerif 2001; Toll and VanLuit 2012). However, St. Clair-Thompson and Gathercole found with a sample of 11- to 12- year-old students that verbal tasks (backward digit recall and listening recall) were not associated with mathematics achievement but that working memory tasks with a spatial component were significantly correlated ($r = 0.34$ to 0.54) with mathematics achievement, even though reliability for the nonverbal working memory tasks was low (split-half reliability of 0.43 to 0.47). However, an important difference between these tasks and other spatial tasks is that they (the odd one out and the spatial span tasks) include an updating component, whereas not all spatial memory tasks do so.

The n-back tasks are measures of working memory often used in research, particularly in neuroscience studies that look at the regions of the brain activated by different types of working memory (that is, memory for verbal, symbolic, and spatial information). In n-back tasks, a student views a stream of stimuli and presses a button upon seeing a replication that is a specified distance from the previous presentation (1-back, 2-back, or 3-back). The student must not press the key when the replications are closer together or farther apart than the specified distance (e.g., more than 2 away from the previous presentation of that stimulus) and must continually update the distance of the last presentation. The score includes the correct pressing of the key and the inhibition of a response as required; some studies also consider response times. A meta-analysis of 24 studies found that n-back tasks, regardless of the stimuli or the involvement of 1-back, 2-back, or 3-back tasks, all activate the same frontal and parietal cortical regions, but verbal and nonverbal stimuli activate different subcortical regions (Owen et al. 2005). Nonverbal stimuli included shapes, locations, fractals, faces, and simple pictures.

Working memory tasks on the computer also measure attention and impulsivity. Some researchers posit that the sensitivity of working memory tasks in identifying children with attention deficit may be attributable to lures in the tasks (Kane et al. 2007), though researchers have noted teacher-reported behavior problems (poor attention span and high distractibility) for children with low working memory as measured by several tasks (Alloway, Gathercole, Kirkwood, and Elliot 2009a; Alloway et al. 2009b). With college students as their subjects, Kane and colleagues (2007) investigated the effects of different foils and found more false alarms with n-1 lure foils (i.e., stimuli that match an item but are in the wrong location such as a target letter that matches

1-back) than control foils (e.g., letters that do not match any recent items) for both 2-back and 3-back tasks.² Romer and colleagues (2009) used a 2-back task with adolescents and found that it predicted problem and risk-taking behaviors in the first year of the study. However, students between ages 12 and 14 did not improve much in accuracy on the task, and the relationship with risk-taking behaviors was not evident with data from subsequent years of Romer and colleagues' longitudinal study.

Working memory reaches a plateau for many tasks between ages 11 and 14; mean scores by age suggest a plateau in the 2-back task used by Romer. However, some researchers suggest that the novelty of the task makes a difference; once children learn a task, they tend to succeed as the task becomes automatic and no longer engages working memory (Kane et al. 2007). It is possible that changing tasks (e.g., alternating 2-back and 3-back tasks or changing the type of stimuli) could potentially improve measurement of executive function by adding some cognitive flexibility and the demand to remember or update the rule while keeping track of the sequence.

We test both a 2-back and a 3-back task in the field tests. We will use a 2-back task using visual-spatial stimuli such as line drawings of objects rather than letters, and a 3-back letter task with the inclusion of a lure that may distract (that is, that the student would need to inhibit), such as an n-1 or a stimulus from a previous set.

Shifting (cognitive flexibility)

Shifting involves flexibility in thinking and moving between rules, tasks, or mental states (Miyake et al. 2000). Even though shifting requires some inhibitory control (and working memory) in order to move to a new rule or task, it is more complex than inhibitory control (Hoyle and Davisson 2011; Best and Miller 2010). With shifting, each mental set may involve several task rules. Several regions of the brain (cortex and the prefrontal cortex) show increased activation when participants respond to measures of shifting (Best and Miller 2010). Shifting is negatively related to perseveration in older adults (Ridderinkhof et al. 2002). Zelazo and colleagues (2004) noted changes in rule use in both middle childhood and adolescence. As noted, shifting was significantly associated with mathematics achievement in young children (Bull and Scerif 2001), but no studies were identified that indicated an association with academic or behavioral outcomes in adolescence. Moreover, Bull and Scerif's (2001) task required a higher cognitive demand for shifting in that students needed to determine how the rule changed. During the task, the examiner would say that a response was incorrect when changing a rule; instead of providing the new rule, the student had to figure out the new rule and begin applying it.

The Hearts and Flowers executive function task (previously called the Dots task; Diamond et al. 2004) includes a congruent condition, an incongruent condition, and a mixed condition (Exhibit 1). The task calls on working memory and inhibitory control as students remember the rule and decide whether to inhibit a prepotent response. The mixed condition measures shifting (or cognitive flexibility) as the task shifts between the congruent and incongruent condition. The task takes under 10 minutes (Adele Diamond, personal communication, September 16, 2013).

Exhibit 1. Description of Hearts and Flowers Conditions

² The study used eight phonologically distinct letters as stimuli and randomly presented them in upper or lower case to prevent recognition based solely on perceptual features.

- Stimuli appear on the right or left.
- In the congruent condition, only Stimulus A (heart) appears, and subjects are to press on the same side as the stimulus. This action places little or no demand on executive function.
- In the incongruent condition, only Stimulus B (flower) appears, and subjects are to press on the side opposite the stimulus (which requires inhibiting the tendency to activate the hand on the same side as a stimulus; Georgopoulos 1994; Lu and Proctor 1995; Simon 1990).
- In the mixed condition, congruent and incongruent trials are randomly intermixed, requiring subjects to switch flexibly between the two rules. Students need to hold the abstract rules in mind and mentally translate “press on the same [opposite] side” into “press right [or left].”

Although evidence of an association with achievement outcomes is not available for the Hearts and Flowers task, there is evidence of construct validity and sensitivity to age. Davidson et al. (2006) found increases in accuracy with the mixed condition (using the Dots stimuli version) from age 4 through at least age 13, with smaller increases in subsequent years. With small sample sizes ($N < 15$), Diamond et al. (2004) and Evans et al. (2009) found expected differences by clinical subgroups (individuals with high and low dopamine levels). Edgin et al. (2010) found the Hearts and Flowers task correlated well with parental reports of executive function in both typically developing children and children with Down syndrome.

In addition to the normative performance across childhood reported in Davidson et al. (2006), Diamond has just completed the collection of additional normative data from more than 1,200 subjects ages 4 to 25 years. The stability (test-retest reliability) of the Hearts and Flowers task was 0.88.

C. 2 Survey Instruments Content Justification

This section provides descriptions of the content covered in the instruments that will be used to collect information from students, parents, teachers, and school administrators. For some constructs, multiple respondents may report on a single construct giving unique perspectives. For example, school and student perspectives of school climate vary, influenced by different factors, and relate to student achievement at the school and individual level, respectively (Thapa et al. 2013). Consequently, having multiple reporters for certain constructs helps illuminate the nature of the contexts in which middle grade students develop. Below we highlight the key constructs that informed item development.

C.2.1 Student Survey

The purpose of the student survey is to collect information on students’ attitudes and behaviors, out-of-school time use (OST), and family, school, and classroom environments. The student survey will also serve as a source for information about socioemotional outcomes having to do with social relationships and support and academic engagement. These data augment the information collected from the mathematics, reading and executive function assessments to provide a deeper understanding of the social and contextual factors related to students’ academic and non-academic outcomes. The student survey will be a computer-assisted self-

administered survey, and will take approximately 20 minutes for students to complete.

Discussed below are the key content areas and constructs to be covered in the student survey.

Student outcomes, characteristics, and experiences

During the middle grade years, students explore who they are as individuals and focus on how they are perceived by others. The types of goals they have for their own development (Bandura et al. 2001; Kao and Tienda 1998), the extent to which they are behaviorally engaged in school (Fredricks, Blumenfeld, and Paris 2004), their motivations for attending school (Fortier, Vallerand, and Guay 1995), and how they monitor and regulate their own behavior (Gardner, Dishion, and Connell 2008; Zimmerman 2001) have important implications for their academic, motivational, and developmental outcomes. Similarly, adolescents' physical well-being is related to internalizing behaviors, academic achievement, substance use, and delinquency (Srikanth, Petrie, Greenleaf, and Martin 2014; Pate, Heath, Dowda, and Trost 1996). The constructs for this content area include students'

- Aspirations (educational, career/life goals)
- Academic expectations
- Academic engagement (e.g., persistence)
- Identity formation (activities and interests that students are most passionate about, "sparks"³; ethnic and gender identity; perceived social status)
- Health and physical well-being

Additional constructs related to socioemotional development, such as theories of intelligence, optimism, conscientiousness, self-efficacy, subjective task-value, and internalizing problems, will be assessed across a variety of instruments.

During the middle grades, students spend more time with peers. The extent to which they develop close friendships and feel supported or undermined by their peers has important implications for academic and nonacademic developmental outcomes (Steinberg and Morris 2001). The level of closeness and companionship students feel with their peers (Wentzel 1998; Wentzel and Caldwell 1997), whether they are subjected to bullying or are otherwise distressed by their peers (Eisenberg, Neumark-Sztainer, and Perry 2003; Nakamoto and Schwartz 2010), and the extent to which peer groups value academics (Ryan 2001) or engage in risky behaviors (for review, see Steinberg and Morris 2001) are all associated with key middle grade outcomes.

To obtain an understanding of social relationships, the constructs we assess in this area are students'

- Perception of peer social support
- Peer victimization
- Perception of peer values (importance of education, engagement in risky behaviors, peer pressure)

³ See Search Institute (<http://www.search-institute.org/>); this refers to what the student loves to do and wishes s/he could do all the time and whether s/he has family/school that supports it.

- Belongingness (whether student has a sense of belonging in school)
- Risk-taking (students' sensation seeking behaviors)

The amount of time students are spending outside of the family and school also rises during early adolescence. They increasingly participate in activities after school and often have more say in how they use their time. How middle grade students structure and use their time after school is related to academic achievement and their propensity to engage in risky developmental behaviors (Eccles and Barber 1999; Mahoney, Cairns, and Farmer 2003; Dotterer, McHale, and Crouter 2007). Therefore, the constructs covered in this content area are students'

- Time use-structured activities: student employment; participating in activities (sports, clubs, etc.)
- Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends)
- Technology activities (frequency for educational, social, and entertainment purposes)

Family and home life

Even though students begin to spend more time outside their households during this developmental period, the family and home environment continue to play an integral role in their development. In particular, higher-quality parent-child relationships and more educationally oriented parenting practices have been shown to be positively related to middle grade students' academic achievement (Spera 2005), academic motivation (Hill et al. 2004), and emotional well-being (Wentzel 1998). Students' exposure to risk factors in the larger community context can adversely affect these developmental outcomes (Leventhal and Brooks-Gunn 2000; Wadsworth and Compas 2002). The constructs that will be assessed in this content area include students'

- Conversations with parents about math courses, jobs or careers, and going to college
- Parental support to help child achieve
- Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure)
- Community perspectives (e.g., exposure to neighborhood crime and other risk factors)

Teachers, teaching, and classrooms

Studies have shown that students who feel supported by their teachers express greater academic motivation in the middle grades (Wentzel 1997). Similarly, teachers can affect students' achievement and levels of motivation through their use of certain practices to engage them in the classroom and by conversing with them about their educational and career goals (Croninger and Lee 2001). The constructs covered in this content area assess students' interactions and aspects of their relationships with their teachers, such as the following:

- Conversations with teachers about mathematics courses, jobs or careers, and going to college
- Student perspective of teacher support (i.e., how treating student as a person)

Schools, services, and supports

The social and structural dimensions of students' schools set the background for the general learning environment. The extent to which students feel safe and supported at school and the attitudes their classmates have toward schooling can affect their academic and motivational outcomes (Hoy and Hannum 1997; Phillips 1997; Thapa et al. 2013; Wentzel 1997). The constructs to be assessed in this content area are students'

- Perceptions of school climate (e.g., safety and rule fairness)
- Academic culture (e.g., high standards and expectations)
- Problems at school (e.g., student misconduct and bullying)

C.2.2 Parent Survey

The purpose of the parent survey is to collect information about: 1) family involvement in their child's education and 2) family characteristics that are key predictors of academic achievement and other student outcomes. Studies have shown that while the middle grades years may be a time of declining parental involvement (Hill and Tyson 2009), students with parents who are involved in their schooling earn higher grades, have better attendance, and are more likely to graduate from high school than those whose parents are uninvolved (Hill and Taylor 2004). Parents can support their children's schooling and academic achievement in a number of ways, such as communicating with the school, monitoring, and setting expectations. Questions designed to gather information on these kinds of supports and involvement will be included on the parent survey.

The parent survey is expected to take 30 minutes to complete and will feature a multi-mode approach, with self-administered web-based surveys and a computer-assisted telephone interview for parents wishing to complete the survey via the telephone. A telephone follow-up effort will then be made for respondents who do not complete the survey via the web or the first telephone request.

The main focus of the parent survey will be to supplement information collected from students and teachers about the students' schooling and educational experiences, as well as learn about parents' expectations for their children's academic attainment in high school and beyond. It will include items on parental involvement, starting with questions about direct activities (like communicating with the school) and moving to less direct activities and monitoring as the children move through the middle grades. Below we provide more detailed descriptions of the constructs we propose to measure.

Student outcomes, characteristics, and experiences

Students' health and physical wellbeing are critical to understanding development during this period. Changes in physical measurements can help identify the onset of puberty, an important correlate to a host of outcomes specific to this age. As such, we will measure the following constructs pertaining to the area:

- General health
- Vision and hearing
- Disability status

Parents' expectations for their children's achievement in school and aspirations for their careers are related to how the children actually do in those domains (Halle, Kurtz-Costes, and Mahoney 1997; Steinberg, Bradford, and Dornbusch 1996). Communication between parents and students about academic and career aspirations and the value parents place on learning and achievement have also been linked to student outcomes (Bloom 1985; Coleman 2003; Paterson, Pryor, and Field 1995). We will, therefore, include the following constructs in this area:

- Conversations with their child about math coursework, jobs or careers, and going to college
- Academic expectations
- Support for students with disabilities

Talking with parents allows us to collect information beyond what we can collect from the school and teachers. Additionally, a parent survey presents an especially valuable opportunity to learn more about students with disabilities. We intend to collect comprehensive information from the parent about special services their child receives both in and out of school, as well as their satisfaction with those services. In addition, we are interested in learning about parental participation in their child's IEP development and subsequent meetings. IDEA mandates that parents be included in the IEP process (Federal Register 1999), yet some parents experience barriers to participating, including attitudes, cultural background, logistics, and other (Rock 2000). Collecting information on this topic, in conjunction with the other constructs and measures collected from parents, will allow for analysis and insight into parental participation for students with disabilities. The Parent Survey will include the following constructs:

- In-school services received by student
- Out-of-school services received by student
- Parental participation in IEP development
- Parental satisfaction with student services received

Family and home life

To obtain the best understanding of children's mathematics learning and socioemotional development within their greater environmental contexts, we will include items on the parent survey to capture family characteristics. The influence of the family and home life on academic and behavioral outcomes has been well documented, from the quality of parent-child relationships (Carlson and McLanahan 2006; Kitmann 2000), to general parental involvement (Eccles and Harold 1993; Hoover-Dempsey and Sandler 2005; Dearing et al. 2006), to struggles of single parenting (Painter and Levine 1999), to the negative influences of poverty (Shonkoff and Phillips 2000; Duncan and Brooks-Gunn 1997; McLoyd 1998; Teachman 2008). The parent survey will thus include the following constructs in this area:

- Household compositions (such as family members and nonrelatives in the household and parents' marital status)
- Family income and assets
- Parent education and occupation
- Parent-child relationship (monitoring, discipline)
- Community perspectives (poverty, crime, victimization)

Children's experiences in school are related to their overall well-being, both academically and socially (Entwisle, Alexander, and Olson 2006; Huston and Ripke 2006). As school is a main context for and contributor to development, obtaining a complete picture of children's experiences is essential to understanding their developmental trajectories and academic success (NICHD 2006). We will, therefore, include constructs related to school in the parent survey so that parents' perceptions and opinions of their child's schooling and the services and supports provided by their child's school can complement the data provided by teachers, students, and administrators on this topic. The specific topic included for this area is:

- Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework)

C.2.3 Mathematics Teacher Survey

The purpose of the mathematics teacher survey is to gather information on the mathematics classroom context for use in understanding students' development and mathematics learning during the middle grades. The respondent for these instruments will be identified based on the person who provides the student with mathematics instruction.⁴ The mathematics teacher survey will collect data on potential classroom-level correlates of students' mathematics achievement as well as school-level services and factors such as special programs, school climate, and instructional leadership. The survey will provide vital information on students' opportunities to learn the content assessed on the direct mathematics assessment. In addition, mathematics teachers will provide information on individual students in a teacher-student report (TSR). The TRSs will provide information on the classroom attendance and performance of individual students, which will augment direct student assessments, transcript information, and student reports. The TSR will also serve as one source for socioemotional outcomes related to approaches to learning, academic engagement, social skills, and externalizing behaviors. Both the mathematics teacher survey and TSR will be web-based, self-administered surveys, with a paper-and-pencil option available. The mathematics teacher survey is expected to take 20 minutes to complete, and the TSR will take about 10 minutes for each student.

We will focus first on topics for which the teacher is the only or best person to provide the information. For example, in the mathematics teacher survey, the mathematics teacher is the best (and perhaps only) person to provide his or her own demographic and education information. In the Teacher Student Report (TSR), teachers provide information about the student's classroom performance, behavior and conduct.

Mathematics Teacher Survey

The mathematics teacher survey will cover information at the teacher and classroom levels as well as the school levels in the key content areas discussed below.

Teachers, teaching, and classrooms. At the teacher level, we capture basic demographic and background information on teachers of sampled students, including education and qualifications (such as college coursework in mathematics) that have been shown to correlate strongly with students' mathematics achievement in high school (Goldhaber and Brewer 1996, 2000).

At the classroom level, the survey focuses on curriculum and instructional practices. These items ask about students' opportunities to learn, including emphasis on and exposure to covered course content (Schmidt 2009), as well as the pedagogy used to support student learning, which is related to instructional quality in mathematics (Hill et al. 2008). Time in class is another important aspect of the opportunity to learn construct, as teaching time is related to achievement outcomes for children (Allington 1983; Good and Brophy 2007;

⁴ This teacher may be the student's general classroom teacher for the full day as in a self-contained or centralized classroom or a specific mathematics teacher in departmentalized settings. For students who spend their entire school day in a special education classroom, their special education teacher would complete the instruments if they provide that student with mathematics instruction.

Greenwood 1991; Hollowood et al. 1994; Latham and Stoddard 1986; Tindal and Parker 1987).

We also collect information about factors for mathematics course placement, as some evidence suggests tracking has no positive effects on achievement and can perpetuate existing achievement gaps (Alexander 1996; Horn and Kojaku 2001; Oakes, Gamoran, and Page 1992; Slavin 1993). Additionally, we expect that the implementation of the Common Core State and Practice Standards and various science, technology, engineering, and mathematics (STEM) initiatives may have an important influence on teachers and classrooms (Cogan, Schmidt, and Houang 2013). The mathematics teacher survey includes questions about instructional practice to inform how these important changes might manifest in classrooms over time. Constructs include the following:

- Education and degree (courses in math and math education; year degree granted)
- Teacher years of experience
- Certification (national certification, alternative certification)
- Teacher race/ethnicity
- Teacher gender
- Curriculum/textbook used
- Opportunities to learn (length of course)
- Content covered in course (e.g., how many lessons are devoted to expressions and equations)
- Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction)
- Teacher efficacy
- Availability and use of classroom resources (calculators, computers)
- Heterogeneity of student ability within the mathematics class
- Mathematics class size
- Math classroom climate (e.g., misbehavior)

Schools, services, and supports. The mathematics teacher survey also elicits information about school-level services and supports. Indicators of teaching climate such as safety and student misconduct are covered here, in addition to teachers' assessments of support from, fairness of, and instructional leadership provided by the school administrator or others. Such aspects of school climate as safety, positive behavior support, and academic culture (or press) are related to students' attendance patterns and mathematics achievement (Caldarella et al. 2011; Phillips 1997; Thapa et al. 2013). Teachers will also report on school-level mathematics supports, initiatives, and programs. Constructs include the following:

- Factors for determining math course
- Instruction in self-contained classrooms or departmentalized
- Academic culture
- Instructional leadership
- Teaching climate

Teacher Student Report

The mathematics teacher student report (TSR) will capture information specific to the sampled student and his or her mathematics class in the key content areas discussed below.

Student outcomes, characteristics, and experiences. The teacher will identify the course in which he or she teaches the student and answer questions about the student's mathematics performance and ability. For example, teachers will report about whether and when students study algebra, as taking algebra by grade 8 or 9 is associated with increased likelihood of taking high school calculus and pursuing higher education (Cooney and Bottoms 2002; Riley 1997; Wheelock 1995). In addition to this enrollment information, teachers will report on students' performance in class and mathematics achievement relative to the average student in their schools.

Socioemotional functioning in school is consistently predictive of students' achievement (Teo et al. 1996) and might even factor into how teachers grade them (Austin and McCann 1992; Cross and Frary 1999). Teachers will provide indirect reports of students' externalizing behaviors when in the classroom as a key socioemotional outcome. The teachers will also report on aspects of students' approaches to learning and academic engagement and social skills. For example, we will want to know about their ability to stay on task, complete homework, interact with peers, attend and engage in class, and exercise self-control. Constructs for the TSR include the following:

- School and class attendance
- Math classroom performance
- Math support services
- Academic engagement (such as class preparedness and persistence)
- Approaches to learning
- Social skills and positive behaviors
- Externalizing behaviors

C.2.4 Special Education Teacher Survey

The purpose of the special education teacher survey is to gather information on the teaching and classroom context for students' with disabilities during the middle grades. The respondent for these instruments will be identified based on the person who provides the student with special education instruction or the person who knows the most about the student's IEP. The special education teacher survey will collect data on teacher training and experience as well as the classroom curriculum and environment. Similar to the mathematics teacher survey, special education teachers will also provide information on individual student in a teacher-student report (TSR). The TSRs will provide information related to the student, including details about their disability and IEP, such as IEP goals and evaluation. Like the mathematics teacher survey and TSR, the special education teacher survey and TSR will be web-based, self-administered instruments, with the possibility of a paper-and-pencil option available. The special education teacher survey is expected to take 10 minutes to complete, and the special education TSR will take about 20 minutes for each student. In addition, special education teachers or providers will complete a Special Educator Rating Scale which will take approximately 5 minutes to complete for each student.

We will focus first on topics for which the special education teacher is the only or best person to provide the

information. For example, in the special education teacher survey, the teacher is the best (and perhaps only) person to provide his or her own demographic and education information and information related to specific training in the area of special education. In the TSR and Special Educator Rating Scale, teachers provide information about the student's disability and their IEP.

Special Education Teacher Survey

The special education teacher survey will cover information at the teacher and classroom level as well as the school level in the key content areas discussed below.

Teachers, teaching, and classrooms. At the teacher level, the survey captures basic demographic and background information on teachers of sampled students, including education and qualifications (such as certification related to working with students with disabilities). At the classroom level, the survey focuses on the instructional environment (e.g., general education classroom, special education classroom, or resource/therapy room) and the co-teaching model used, if any. Constructs include the following:

- Teacher experience and training
- Teacher demographic information
- Teacher assignment and position for current school year
- Instruction and instructional environment (including co-teaching models)

Special Education Teacher Student Report

The special education teacher student report (TSR) will capture information specific to the sampled student in his or her special education class. The special education teacher or service provider who completes the TSR will be the professional staff member who knows the most about a given student's IEP, as they are the best person to provide this information. Parents may be aware that their child is receiving services but may not know specifics, whereas the teacher or service provider will be very familiar with both the student's disability and the details of his or her IEP and associated supports.

Student disability and IEP information. Teachers will identify students' disabilities and provide detailed information about the students' IEP, including services the student receives in school, assistive technologies or devices the student uses, communication with parents regarding IEP goals for the year, and whether the student has received formal individual evaluations in order to guide the IEP goals for the year.

Curriculum and communication. Teachers will report on the curriculum used with students in the MGLS:2017 sample (e.g., does the teacher use general education materials with substantial, moderate or no modification) and teacher communication with students' general education teachers and parents.

Constructs for the TSR include the following:

- Student grade and IEP status
- Student primary disability
- Special education and related services
- Instruction and instructional environment
- Special education teacher's expectations for student

- Special education teacher communication with general education teacher
- Special education teacher communication with parents
- IEP goals and evaluation

As part of the TSR, special education teachers may be asked to provide information on student’s knowledge and skills (e.g., a variety of different reading and mathematics knowledge and skills that span a wide ability range).

C.2.5 School Administrator Survey

The purpose of the school administrator survey is to provide context for school factors that influence student development, motivation, and mathematics learning. In particular, school climate has been found to relate to students’ school engagement (Eccles et al. 1993; McCollum and Yoder 2011; Thapa et al. 2013).

The school administrator survey will provide information about a school’s characteristics and staffing. It will also include items designed to capture a general description of the students and the services and programs available to them beyond those asked about in the Common Core of Data and Private School Universe Survey. The school administrator survey will be web-based and self-administered, with the possibility of a telephone survey follow up and/or a paper-and-pencil option available, and will take the administrator (generally, the principal or principal’s designee) approximately 20 minutes to complete.

Proposed Items to be Collected from Common Core of Data (CCD)/Private School Universe Survey (PSS)

School Characteristics

- Type of school (regular, special education, vocational, other/alternative)
 - Public/Private
 - Private school – (coed, religious affiliation, associations)
 - Magnet and Charter
- Total FTE classroom teachers
- Grades offered
- School level (primary, middle, high)
- Enrollment (total and by grade)
- Pupil/teacher ratio
- Days in the school year / length of school day (PSS)

Student Population

- Percent eligible Free or Reduced Price Lunch Program
- Percent male/female
- Percent minority
- Funding Sources
- Title I status

A school climate that provides a safe, supportive learning atmosphere has been linked to positive student outcomes, such as more school connectedness (Klem and Connell 2004). The administrator survey will include items to gather information about a school’s characteristics and staffing—specifically, the school’s structure and climate, including safety, organization, and support. It will also collect information on the student

population, student conduct, academic culture, and course offerings. The constructs included in the school administrator survey are described below.

School structure and climate

School administrators have the role of promoting a school environment that is conducive to teaching and learning and fosters healthy youth development (Marin and Brown 2008; Cohen et al. 2009). Students are more likely to thrive in school settings where they feel safe and supported by their teachers and have clear expectations and boundaries. Those who feel alienated and unsupported in school are more likely to disengage and have lower academic performance (Hoy and Hannum 1997; Klem and Connell 2004; Phillips 1997; Thapa et al. 2013; Wentzel 2013). The following constructs are included in this area:

- Safety
- School-level security (presence of a police or security officer on site, metal detectors, teachers supervise hallways during transitions)
- Problems at school (student absenteeism, tardiness, student misconduct, bullying)

Characteristics of school teachers

Experienced, qualified teachers can make an enormous difference in students' academic development and success (Kain, Rivkin, and Hanushek 2004). Research by Sanders and Rivers (1996) found that having a high-quality teacher for three or more years can increase student achievement by as much as 50 percentile points, even when controlling for socioeconomic background. Emphasis on academics with teacher support is positively associated with achievement and engagement (Redd, Brooks, and McGarvey 2001), while lack of support can be problematic (Haynes, Emmons, and Ben-Avie 1997; Reinke and Herman 2002). School-level constructs in this area include the following:

- Number of teachers (full and part time)
- Preparedness of teachers to teach particular courses/subjects

School services and supports

Students' school experiences outside of regular class time through participation in school programming and structured extracurricular offerings can also have important implications for their academic achievement (Arbreton, Goldsmith, and Sheldon 2005; Granger 2008; Mahoney, Harris, and Eccles 2006; Vandell et al. 2005). Further, the middle grades can be a time when students engage in behaviors that can lead to unhealthy or risky habits. Providing students with activities and classes regarding their general health (including sex education) has been shown to prevent unhealthy and risky habits (U.S. Department of Health and Human Services 2013). The following constructs are included in this area:

- Health services (e.g., sex education classes)
- Courses offered and course availability
- Providing additional support for struggling students (tutoring, extra assistance, pull-out, homework assistance)
- Assistance with transitions from elementary to middle and middle to high school grades
- Interdisciplinary teaching teams

- Common planning time
- Student advising time

Support for Students with Disabilities

A key component to serving students with disabilities under IDEA is the services offered by a school. Thus we will be addressing the singular construct of school services and programs offered to middle grade students with disabilities through questions such as:

- Percent of students with IEPs receiving services
- Types of services available to general education teachers who teach students with IEPs in their classroom
- Percent of students with IEPs who receive each type of service offered by the school

School characteristics

Middle grade schools will vary along dimensions, such as type of school and size of enrollment, that have important implications for student achievement (Alt and Peter 2002; Redd, Brooks, and McGarvey 2001; Stevenson 2006). Schools also vary in the financial resources available to them (Corcoran and Evans 2008; Gordon 2008; McGuire and Papke 2008), which in turn might affect student outcomes through the types and quality of services the schools can provide. Where possible, we will draw information on these subjects from the Common Core of Data and Private School Universe Survey. The following constructs are included in this area that will be asked directly of administrators:

- Type of school (public/charter/nonpublic), grade span, and average daily attendance
- School configuration (grade levels served)
- Regular instruction/special education
- Tuition
- Student population (including minority enrollment and percentage of students eligible for free and reduced-price lunch)

Community perspectives

The larger community context plays an important role in students' schooling experiences—for example, we know that violence and crime can be associated with adolescents' attendance problems, suspension, and expulsion (Bowen and Bowen 1999). Topics included in this area are:

- Poverty in surrounding neighborhood
- Crime, victimization

Information about the principal or school administrator

With an increased emphasis on accountability, principals are charged with creating school climates that produce high-achieving students. Competent leaders must direct teachers to employ engaging instructional strategies that result in higher student performance (Sanzo, Sherman, and Clayton 2011). The following

constructs are included in this area:

- Educational background
- Years of experience (in teaching, in school administration, at current school)
- Specific training associated with middle grades

C.3 References

- Adaptive Environments Center, Inc. and Barrier Free Environments, Inc. "The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal." August 1995. Retrieved February 11, 2014 from <http://www.ada.gov/racheck.pdf>
- Alderson, R. M., M. D. Rapport, and M. J. Kofler. "Attention-deficit/hyperactivity disorder and behavioral inhibition: a meta-analytic review of the stop-signal paradigm." *Journal of Abnormal Child Psychology*, vol.35, no. 5, 2007, p. 745-758.
- Alexander, N.A. "Select Student Characteristics and Curriculum Standards." Working paper. State University of New York–Albany, 1996.
- Allington, R., "The Reading Instruction Provided Readers of Differing Reading Abilities." *Elementary School Journal*, vol. 83, no. 5, 1983, pp. 548–559.
- Alloway, T. S. "The Role of Sentence Recall in Reading and Language Skills of Children with Learning Difficulties." *Learning and Individual Differences*, vol. 15, 2005, pp. 271-282.
- Alloway, T., S. Gathercole, H. Kirkwood, and J. Elliott. "Evaluating the Validity of the Automated Working Memory Assessment." *Educational Psychology*, vol. 28, 2008, pp. 725-734.
- Alloway, T., S. Gathercole, H. Kirkwood, and J. Elliott. "The Cognitive and Behavioral Characteristics of Children with Low Working Memory." *Child Development*, vol. 80, 2009, pp. 606-621.
- Alloway, T., S. Gathercole, H. Kirkwood, and J. Elliott. "The Working Memory Rating Scale: A Classroom-Based Behavioral Assessment of Working Memory." *Learning and Individual Differences*, vol. 19, 2009, pp. 242-245.
- Alt, M.N., and K. Peter. "Findings from the Condition of Education 2002: Private Schools—A Brief Report." NCES 2002-013. Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2002.
- Arbreton, A., J. Goldsmith, and J. Sheldon. "Launching Literacy in After-School Programs: Early Lessons from the Coral Initiative." Philadelphia: Public/Private Ventures, 2005.
- Ashcraft, M.H. and E.P. Kirk. "The Relationships among Working Memory, Math Anxiety, and Performance." *Journal of Experimental Psychology, General* vol. 130, no. 2, 2001, pp. 224-237.
- Ashcraft, M.H. and J.A. Krause. "Working Memory, Math Performance, and Math Anxiety." *Psychonomic Bulletin & Review*, vol. 14, no. 2, 2007, pp. 243-248.
- Austin, S., and R. McCann. "Here's Another Arbitrary Grade for Your Collection: A State-Wide Study of Grading Policies." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, March 1992. ERIC Document Reproduction Service No. 343 944.
- Bandura, A., C. Barbaranelli, G.V. Caprara, and C. Pastorelli. "Self-Efficacy Beliefs as Shapers of Children's Aspirations and Career Trajectories." *Child Development*, vol. 72, no. 1, 2001, pp. 187–206.
- Best, J.R., P.H. Miller, and J.A. Naglieri. "Relations between Executive Function and Academic Achievement from Ages 5 to 17 in a Large, Representative National Sample." *Learning and Individual Differences*, vol. 21, no. 4, 2011, pp. 327-336.
- Blair, C. and R. Peters Razza. "Relating Effortful Control, Executive Function, and False Belief Understanding to Emerging Math and Literacy Ability in Kindergarten." *Child Development*, vol. 78, no. 2, 2007, pp. 647-663.
- Bloom, B. *Developing Talent in Young People*. New York: Ballantine Books, 1985.
- Bowen, N.K., and G.L. Bowen. "Effects of Crime and Violence in Neighborhoods and Schools on the School Behavior and Performance of Adolescents." *Journal of Adolescent Research*, vol. 14, no. 3, 1999, pp. 319–342.
- Bull, R., and G. Scerif. "Executive Functioning as a Predictor of Children's Mathematics Ability: Inhibition, Switching, and Working Memory." *Developmental Neuropsychology*, vol. 19, 2001, pp. 273-293.
- Caldarella, P., R.H. Shatzer, K.M. Gray, K.R. Young, and E.L. Young. "The Effects of School-Wide Positive Behavior

- Support on Middle School Climate and Student Outcomes." *Research in Middle Level Education*, vol. 35, no. 4, 2011, pp. 1–14.
- Carlson, M.J., and S. McLanahan. "Strengthening Unmarried Families: Could Enhancing Couple Relationship Also Improve Parenting?" *Social Science Review*, vol. 80, no. 2, 2006, pp. 297–321.
- Chamberlain, S., N. Fineberg, A. Blackwell, T. Robbins, and B. Sahakian. "Motor inhibition and cognitive flexibility in obsessive-compulsive disorder and trichotillomania." *American Journal of Psychiatry*, vol. 163, no. 7, 2006, pp. 1282-1284.
- Cogan, L., W. Schmidt, and R. Houang. "Implementing the Common Core State Standards for Mathematics: What We Know About Teachers of Mathematics in 41 States." Working Paper No. 33. East Lansing, MI: Education Policy Center at Michigan State University, 2013.
- Cohen, J., E.M. McCabe, N.M. Michelli, and T. Pickeral. "School Climate: Research, Policy, Teacher Education and Practice." *Teachers College Record*, vol. 111, no. 1, 2009, 180–213.
- Coleman, P.K. "Perceptions of Parent-Child Attachment, Social Self-Efficacy, and Peer Relationships in Middle Childhood." *Infant and Child Development*, vol. 78, no. 1, 2003, pp. 132–147.
- Common Core Standards Writing Team. "Progressions for the Common Core State Standards in Mathematics (draft). Grades 6–7, Ratios and proportional Relationships." Tucson, AZ: Institute for Mathematics and Education, University of Arizona, 2011a.
- Cooney, S., and G. Bottoms. "Middle Grades to High School: Mending a Weak Link." Research brief. Atlanta, GA: Southern Regional Education Board, 2002.
- Corcoran, S.P., and W.N. Evans. "Equity, Adequacy, and the Evolving State Role in Education Finance." In *Handbook of Research in Education Finance and Policy*, ed. H.F. Ladd and E.B. Fiske, pp. 332–356. New York: Routledge, 2008.
- Croninger, R.G., and V.E. Lee. "Social Capital and Dropping Out of High School: Benefits to At-Risk Students of Teachers' Support and Guidance." *Teachers College Record*, vol. 103, no. 4, 2001, pp. 548–581.
- Cross, L.H., and R.B. Frary. "Hodgepodge Grading: Endorsed by Students and Teachers Alike." *Applied Measurement in Education*, vol. 12, no. 11, 1999, pp. 53–72.
- Davidson, M., D. Amso, L. Anderson, and A. Diamond. "Development of Cognitive Control and Executive Functions from 4 to 13 Years: Evidence from Manipulations of Memory, Inhibition, and Task Switching." *Neuropsychologia*, vol. 44, 2006, pp. 2037-2078.
- Dearing, E., H. Kreider, S. Simpkins, and H.B. Weiss. "Family Involvement in School and Low-Income Children's Literacy: Longitudinal Associations Between and Within Families." *Journal of Educational Psychology*, vol. 98, no. 4, 2006, pp. 653–664.
- Diamond, A., L. Briand, J. Fossella, and L. Gehlbach. "Genetic and Neurochemical Modulation of Prefrontal Cognitive Functions in Children." *The American Journal of Psychiatry*, vol. 16, 2004, pp. 125-132.
- Dotterer, A.M., S. McHale, and A.C. Crouter. "Implications of Out-of-School Activities for School Engagement in African American Adolescents." *Journal of Youth and Adolescence*, vol. 36, no. 4, 2007, pp. 391–401.
- Duncan, G.J., and J. Brooks-Gunn. "Income Effects Across the Life Span: Integration and Interpretation." In *Consequences of Growing Up Poor*, ed. G.J. Duncan and J. Brooks-Gunn, pp. 596–610. New York: Russell Sage, 1997.
- Eccles, J.S., and B.L. Barber. "Student Council, Volunteering, Basketball, or Marching Band: What Kind of Extracurricular Involvement Matters?" *Journal of Adolescent Research*, vol. 14, no. 1, 1999, pp. 10–43.
- Eccles, J.S., and R.D. Harold. "Parent School Involvement During the Early Adolescent Years." *Teachers College Record*, vol. 94, no. 3, 1993, pp. 568–587.
- Eccles, J.S., C. Midgley, A. Wigfield, C.M. Buchanan, D. Rueman, C. Flanagan, and D. Iver. "Development During Adolescence: The Impact of Stage-Environment Fit on Young Adolescents' Experiences in Schools and in Families." *American Psychologist*, vol. 48, no. 2, 1993, pp. 90–101.
- Eccles, J.S., M.N. Vida, and B. Barber. "The Relation of Early Adolescents' College Plans and Both Academic Ability and Task-Value Beliefs to Subsequent College Enrollment." *Journal of Early Adolescence*, vol. 24,

2004, pp. 63-77.

- Edgin, J., B. Pennington, and C. Mervis. "Neuropsychological Components of Intellectual Disability: The Contributions of Immediate, Working, and Associative Memory." *Journal of Intellectual Disability Research*, vol. 54, no. 5, 2010, pp. 406-417.
- Eisenberg, M., D. Neumark-Sztainer, and C. Perry. "Peer Harassment, School Connectedness and School Success." *Journal of School Health*, vol. 73, no. 8, 2003, pp. 311-316.
- Entwisle, D.R., K.L. Alexander, and L.S. Olson. "Educational Tracking Within and Between Schools: From First Grade Through Middle School and Beyond." In *Developmental Contexts in Middle Childhood: Bridges to Adolescence and Adulthood*, ed. A.C. Huston and M.N. Ripke. New York: Cambridge University Press, 2006.
- Evans, A., A. Strafella, D. Weintraub, and M. Stacy. "Impulsive and Compulsive Behaviors in Parkinson's Disease." *Movement Disorders*, vol. 24, no. 11, 2009, pp. 1561-1570.
- Federal Register. (1999, March 12). Washington, DC: U.S. Government Printing
- Fillmore, M. T., and C. R. Rush. "Impaired Inhibitory Control of Behavior in Chronic Cocaine Users." *Drug and Alcohol Dependence*, vol. 66, no. 3, 2002, pp. 265-273.
- Fortier, M.S., R.J. Vallerand, and F. Guay. "Academic Motivation and School Performance: Toward a Structural Model." *Contemporary Educational Psychology*, vol. 20, no. 3, 1995, pp. 257-274.
- Fredricks, J.A., P.C. Blumenfeld, and A.H. Paris. "School Engagement: Potential of the Concept, State of the Evidence." *Review of Educational Research*, vol. 74, no. 1, 2004, pp. 59-109.
- Fuchs, L., R. Schumacher, S. Sterba, J. Long, J. Namkung, A. Malone, C. Hamlett, N. Jordan, R. Gersten, R. Siegler, and P. Changas. "Does Working Memory Moderate the Effects of Fraction Intervention? An Aptitude-Treatment Interaction." *Journal of Educational Psychology*, Online First Publication, 2013. Doi: 10.1037/a0034341.
- Galambos, N.L., S.W.S. MacDonald, C. Naphtali, A.L. Cohen, and C.M. de Frias. "Cognitive Performance Differentiates Selected Aspects of Psychosocial Maturity in Adolescence." *Developmental Neuropsychology*, vol. 28, 2005, pp. 473-492.
- Gardner, T.W., T.J. Dishion, and A.M. Connell. "Adolescent Self-Regulation as Resilience: Resistance to Antisocial Behavior Within the Deviant Peer Context." *Journal of Abnormal Child Psychology*, vol. 36, no. 2, 2008, pp. 273-284.
- Gathercole, S.E., T.P. Alloway, C.S. Willis, and A.M. Adams. "Working Memory in Children with Reading Disabilities." *Journal of Experimental Child Psychology*, vol. 93, 2006, pp. 265-281.
- Goldhaber, D., and D. Brewer. "Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement." *Educational Evaluation and Policy Analysis*, vol. 22, no. 2, 2000, pp. 129-145.
- Goldhaber, D., and D. Brewer. "Evaluating the Effect of Teacher Degree Level on Educational Performance." Paper presented at the NCES State Data Conference, 1996.
- Good, T.L., and J.E. Brophy. *Looking in Classrooms*. 10th ed. Boston: Allyn and Bacon, 2007.
- Gordon, N.E. "The Changing Federal Role of Education Finance and Governance." In *Handbook of Research in Education Finance and Policy*, ed. H.F. Ladd and E.B. Fiske, pp. 295-313. New York: Routledge, 2008.
- Granger, R.C. "After-School Programs and Academics: Implications for Policy, Practice, and Research." *Social Policy Report*, vol. 22, no. 2, 2008, pp. 1-19.
- Greenwood, C. R. "Longitudinal Analysis of Time, Engagement and Achievement in At-Risk Versus Non-Risk Students." *Exceptional Children*, vol. 57, no. 6, 1991, pp. 521-535.
- Halle, T.G., B. Kurtz-Costes, and J.L. Mahoney. "Family Influences on School Achievement in Low-Income African American Children." *Journal of Educational Psychology*, vol. 89, no. 3, 1997, pp. 527-537.
- Haynes, N.M., C. Emmons, and M. Ben-Avie. "School Climate as a Factor in Student Adjustment and Achievement." *Journal of Educational and Psychological Consultation*, vol. 8, no. 3, 1997, pp. 321-329.
- Hill, H.C., M.L. Blunk, C.Y. Charalambous, J.M. Lewis, G.C. Phelps, L. Sleep, and D.L. Ball. "Mathematical Knowledge for Teaching and the Mathematical Quality of Instruction: An Exploratory Study." *Cognition*

- and Instruction, vol. 26, no. 4, 2008, pp. 430–511.
- Hill, N., and D. Tyson. "Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement." *Developmental Psychology*, vol. 45, no. 3, 2009, 740–763.
- Hill, N., and L. Taylor. "Parental School Involvement and Children's Academic Achievement." *Current Directions in Psychological Science*, vol. 13, no. 4, 2004, pp. 161–164.
- Hill, N., D. Castellino, J. Lansford, P. Nowlin, K. Dodge, J. Bates, and G.S. Pettit. "Parent Academic Involvement as Related to School Behavior, Achievement, and Aspirations: Demographic Variations Across Adolescence." *Child Development*, vol. 75, no. 5, 2004, pp. 1491–1509.
- Hollowood, T. M., C. L. Salisbury, B. Rainforth, and M. M. Palombaro. "Use of Instructional Time in Classrooms Serving Students With and Without Severe Disabilities." *Exceptional Children*, vol. 61, no. 3, 1994, pp. 242–253.
- Hoover-Dempsey, K.V., and Sandler, H.M. (2005). Final Performance Report for OERI Grant # R305T010673: The Social Context of Parental Involvement: A Path to Enhanced Achievement. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.
- Horn, L.J., and L.K. Kojaku. "High School Curriculum and the Persistence Path Through College." NCES 2001-163. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office, 2001.
- Hoy, W.K., and J.W. Hannum. "Middle School Climate: An Empirical Assessment of Organizational Health and Student Achievement." *Educational Administration Quarterly*, vol. 33, no. 3, 1997, pp. 290–311.
- Hoang, A., and L. Fellows. "Neuropsychological Tests User Guide." Montreal: McGill University, Montreal Neurological Institute, n.d.
- Hoyle, R. H., and E. K. Davisson. "Assessment of Self-Regulation and Related Constructs: Prospects and Challenges." Paper presented at the National Research Council Board on Testing and Assessment Workshop on Assessment of 21st Century Skills. Washington, DC: National Academies Press, 2011.
- Huston, A.C., and M.N. Ripke, eds. *Developmental Contexts in Middle Childhood: Bridges to Adolescence and Adulthood*. New York: Cambridge University Press, 2006.
- Jacobson, L.A., A.P. Williford, and R.C. Pianta. "The Role of Executive Function in Children's Competent Adjustment to Middle School." *Child Neuropsychology*, vol. 17, 2011, pp. 255-280.
- Johnstone, T., C. M. van Reekum, H. L. Urry, N. H. Kalin, and R. J. Davidson. "Failure to regulate: counterproductive recruitment of top-down prefrontal-subcortical circuitry in major depression." *The Journal of Neuroscience*, vol. 27, no. 33, 2007, pp. 8877-8884.
- Kain, J.F., S.G. Rivkin, and E.A. Hanushek. "The Revolving Door: A Path-Breaking Study of Teachers in Texas Reveals that Working Conditions Matter More than Salary." *Education Next*, vol. 4, no. 1, Winter 2004 [<http://educationnext.org/the-revolving-door>]. Accessed May 10, 2013.
- Kane, M., A. Conway, T. Miura, and G. Colflesh. "Working Memory, Attention Control, and the N-Back Task: A Question of Construct Validity." *Journal of Experimental Psychology*, vol. 33, no. 3, 2007, pp. 615-622.
- Kao, G., and M. Tienda. "Educational Aspirations of Minority Youth." *American Journal of Education*, vol. 106, no. 3, 1998, pp. 349–384.
- Kitzmann, K.M. "Effects of Marital Conflict on Subsequent Triadic Family Interactions and Parenting." *Developmental Psychology*, vol. 36, no. 1, 2000, pp. 3–13.
- Klem, A., and P. Connell. "Relationships Matter: Linking Teacher Support to Student Engagement and Achievement." *Journal of School Health*, vol. 74, no. 7, 2004, pp. 262–273.
- Knyazev, Gennady G. "Motivation, Emotion, and Their Inhibitory Control Mirrored in Brain Oscillations." *Neuroscience and Biobehavioral Reviews*, vol. 31, no. 3, 2007, pp. 377-395.
- Latham, G., and C.G. Stoddard. "Time on Task Analysis of Logan High School Wandah Project Final Report." Logan, UT: Wasatch Institute for Research and Evaluation, 1986.
- Leventhal, T., and J. Brooks-Gunn. "The Neighborhoods They Live In: The Effects of Neighborhood Residence on Child and Adolescent Outcomes." *Psychological Bulletin*, vol. 126, no. 6, 2000, pp. 309–337.

- Liew, Jeffrey. "Effortful control, executive functions, and education: Bringing self-regulatory and social-emotional competencies to the table." *Child Development Perspectives* vol. 6, no. 2, 2012, pp 105-111.
- Lloyd, Gwendolyn M., Beth Herbel-Eisenmann, Jon R. Star, and Rose Mary Zbick. "Developing Essential Understanding of Expressions, Equations, and Functions for Teaching Mathematics in Grades 6–8." Reston, VA: National Council of Teachers of Mathematics, 2011.
- Lobato, Joanne, Amy B. Ellis, Randall I. Charles, and Rose Mary Zbick. "Developing Essential Understanding of Ratios, Proportions, and Proportional Reasoning for Teaching Mathematics in Grades 6–8." Reston, VA: National Council of Teachers of Mathematics, 2010.
- Logan, Gordon D. "On the ability to inhibit thought and action: A users' guide to the stop signal paradigm." Dale Dagenbach and Thomas H. Carr, (Eds), *Inhibitory processes in attention, memory, and language.* (pp. 189-239). San Diego, CA, US: Academic Press, 1994.
- Mahoney, J.L., A.L. Harris, and J.S. Eccles. "Organized Activity Participation, Positive Youth Development, and the Over-Scheduling Hypothesis." *Social Policy Report*, vol. 20, no. 4, 2006, pp. 1–30.
- Mahoney, J.L., B.D. Cairns, and T. Farmer. "Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation." *Journal of Educational Psychology*, vol. 95, no. 2, 2003, pp. 409–418.
- Marin, P., and B. Brown. "The School Environment and Adolescent Well-Being: Beyond Academics." *Child Trends Research Brief*. Washington, DC: Child Trends, 2008.
- Menzies, L., S. Achard, S.R. Chamberlain, N. Fineberg, C.H. Chen, N. Del Campo, B.J. Sahakian, T. W. Robbins, and E. Bullmore. "Neurocognitive endophenotypes of obsessive-compulsive disorder." *Brain* vol. 130, no. 12, 2007, pp.: 3223-3236.
- McClelland, M.M., C.E. Cameron, C.M. Connor, C.L. Farris, A.M. Jewkes, and F.J. Morrison. "Links between Behavioral Regulation and Preschoolers' Literacy, Vocabulary, and Math Skills." *Developmental Psychology*, vol. 43, no. 4, 2007, pp. 947-959.
- McCollum, E., and N. Yoder. "School Culture, Teacher Regard, and Academic Aspirations Among Middle School Students." *Middle Grades Research Journal*, vol. 6, no. 2, 2011, pp. 65–74.
- McGuire, T.J., and L.E. Papke. "Local Funding of Schools: The Property Tax and Its Alternatives." In *Handbook of Research in Education Finance and Policy*, ed. H.F. Ladd and E.B. Fiske, pp. 357–372. New York: Routledge, 2008.
- McLoyd, V.C. "Socioeconomic Disadvantage and Child Development." *American Psychologist*, vol. 53, no. 2, 1998, pp. 185–204.
- Mirra, A. "Teaching with Focal Points in Grades 6–8: Teaching with Curriculum Focal Points." Reston, VA: National Council of Teachers of Mathematics, 2009.
- Miyake, A., N.P. Friedman, M.J. Emerson, A.H. Witzki, A. Howerter, and T.D. Wager. "The Unity and Diversity of Executive Functions and Their Contributions to Complex 'Frontal Lobe' Tasks: A Latent Variable Analysis." *Cognitive Psychology*, vol. 41, 2000, pp. 49-100.
- Monterosso, J.R., A.R. Aron, X. Cordova, J. Xu, and E. D. London. "Deficits in response inhibition associated with chronic methamphetamine abuse." *Drug and alcohol dependence* vol. 79, no. 2, 2005, pp. 273-277.
- Nakamoto, J., and D. Schwartz. "Is Peer Victimization Associated with Academic Achievement? A Meta-Analytic Review." *Social Development*, vol. 19, no. 2, 2010, pp. 221–242.
- National Assessment Governing Board (NAGB). "Mathematics Framework for the 2009 National Assessment of Educational Progress." Washington, DC: U.S. Department of Education, 2009.
- National Assessment Governing Board (NAGB). "Mathematics Framework for the 2011 National Assessment of Educational Progress." Washington, DC: U.S. Department of Education, 2011.
- National Council of Teachers of Mathematics (NCTM). "Curriculum focal points for prekindergarten through grade 8 mathematics: A quest for coherence." Reston, VA: NCTM, 2006.
- National Governors Association Center for Best Practices, Council of Chief State School Officers. "Common Core State Standards Mathematics." Washington D.C.: National Governors Association Center for Best

- Practices, Council of Chief State School Officers, 2010.
- National Institute of Child Health and Human Development (NICHD). "The Relations of Classroom Contexts in the Early Elementary Years to Children's Classroom and Social Behavior." In *Developmental Contexts in Middle Childhood: Bridges to Adolescence and Adulthood*, ed. A.C. Huston and M.N. Ripke. New York: Cambridge University Press, 2006.
- Oakes, J., A. Gamoran, and R. Page. "Curriculum Differentiation: Opportunities, Outcomes, and Meanings." In *Handbook of Research on Curriculum*, ed. P.W. Jackson, pp. 507–608. New York: Macmillan, 1992.
- Oberauer, K., Heinz-Martin Süß, Oliver Wilhelm, and W.W. Wittmann. "Which working memory functions predict intelligence?" *Intelligence*, vol. 36, no. 6, 2008, pp. 641-652.
- Owen, A., K. McMillan, A. Laird, and E. Bullmore. "N-Back Working Memory Paradigm: A Meta-Analysis of Normative Functional Neuroimaging Studies." *Human Brain Mapping*, vol. 25, 2005, pp. 46-59.
- O'Reilly, T., and McNamara, D. S. (2007). Reversing the reverse cohesion effect: good texts can be better for strategic, high-knowledge readers. *Discourse Processes* 43(2), 121-152.
- Painter, G., and D.I. Levine. "Daddies, Devotion, and Dollars: How Do They Matter for Youth?" Institute of Industrial Relations Working Paper Series. University of California, Berkeley, 1999.
- Partnership for Assessment of Readiness for College and Careers (PARCC). "PARCC Model Content Frameworks, Version 3.0." Washington, DC: PARCC, November 2012.
- Pate, R. R., G. W. Heath, M. Dowda, and S. G. Trost (1996). "Associations between physical activity and other health behaviors in a representative sample of US adolescents." *American Journal of Public Health*, vol. 86, no. (11), pp. 1577-1581.
- Paterson, J., J. Pryor, and J. Field. "Adolescent Attachment to Parents and Friends in Relation to Aspects of Self-Esteem." *Journal of Youth and Adolescence*, vol. 24, no. 3, 1995, pp. 365–376.
- Phillips, M. "What Makes Schools Effective? A Comparison of the Relationships of Communitarian Climate and Academic Climate to Mathematics Achievement and Attendance During Middle School." *American Educational Research Journal*, vol. 34, no. 4, 1997, pp. 633–662.
- Phillips, M. "What Makes Schools Effective? A Comparison of the Relationships of Communitarian Climate and Academic Climate to Mathematics Achievement and Attendance During Middle School." *American Educational Research Journal*, vol. 34, no. 1, 1997, pp. 633–662.
- Redd, Z., J. Brooks, and A.M. McGarvey. *Background for Community Level Work on Educational Adjustment in Adolescence: Reviewing the Literature on Contributing Factors*. Washington, DC: Child Trends, 2001.
- Reinke, W., and K.C. Herman. "Creating School Environments that Deter Antisocial Behaviors in Youth." *Psychology in the Schools*, vol. 39, no. 5, 2002, pp. 549–559.
- Ridderinkhof, K. R., M.M. Span, and M. W. Van Der Molen. "Perseverative Behavior and Adaptive Control in Older Adults: Performance Monitoring, Rule Induction, and Set Shifting." *Brain and Cognition*, vol. 49, no. 3, 2002, pp. 382-401.
- Riley, R.W. "Mathematics Equals Opportunity." White paper prepared by the U.S. Secretary of Education. Washington, DC: U.S. Department of Education, October 20, 1997.
- Ripke, M.N., A.C. Huston, and D.M. Casey. "Low-Income Children's Activity Participation as a Predictor of Psychosocial and Academic Outcomes in Middle Childhood and Adolescence." In *Developmental Contexts in Middle Childhood: Bridges to Adolescence and Adulthood*, ed. A.C. Huston and M.N. Ripke. New York: Cambridge University Press, 2006.
- Rock, M. L. (2000). Parents as equal partners: Balancing the scales in IEP development. *TEACHING Exceptional Children*, 32(6), 30-37.
- Romer, D., L. Betancourt, J. Giannetta, N. Brodsky, M. Farah, and H. Hurt. "Executive Cognitive Functions and Impulsivity as Correlates of Risk Taking and Problem Behavior in Preadolescents." *Neuropsychologia*, vol. 47, no. 13, 2009, pp. 2916-2926.
- Ryan, A. "The Peer Group as a Context for the Development of Young Adolescent Motivation and Achievement." *Child Development*, vol. 72, no. 4, 2001, pp. 1135–1150.

- Sabatini, J. P., K. Bruce, and Steinberg (2013). *SARA Reading Components Tests, RISE form: Test Design & Technical Adequacy*. Princeton, NJ: Educational Testing Service.
- Sanders, W., and J. Rivers. "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." Research Progress Report. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center, 1996.
- Sanzo, K., W. Sherman, and J. Clayton. "Leadership Practices of Successful Middle School Principals." *Journal of Educational Administration*, vol. 49, no. 1, 2011, pp. 31–45.
- Schmidt, W. *Exploring the Relationship Between Content Coverage and Achievement: Unpacking the Meaning of Tracking in Eighth Grade Mathematics*. East Lansing, MI: Education Policy Center, Michigan State University, 2009.
- Shonkoff, J.P., and D.A. Phillips. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press, 2000.
- Slavin, R.E. "Ability Grouping in Middle Grades: Achievement Effects and Alternatives." *Elementary School Journal*, vol. 93, no. 5, 1993, pp. 535–552.
- Smarter Balanced Assessment Consortium. "Preliminary Test Blueprints." November 2012. Retrieved August 11, 2013 from <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Smarter-Balanced-Preliminary-Test-Blueprints.pdf>
- Spera, C. "A Review of the Relationship Among Parenting Practices, Parenting Styles, and Adolescent School Achievement." *Educational Psychology Review*, vol. 17, no. 2, 2005, pp. 125–145.
- Srikanth, S., T. A. Petrie, C. Greenleaf, and S. B. Martin "The Relationship of Physical Fitness, Self-Beliefs, and Social Support to the Academic Performance of Middle School Boys and Girls." *The Journal of Early Adolescence*, 2014. Retrieved July 1, 2014
<http://jea.sagepub.com/content/early/2014/04/20/0272431614530807.abstract>
- St. Clair-Thompson, H.L., and S.E. Gathercole. "Executive Functions and Achievements in School: Shifting, Updating, Inhibition, and Working Memory." *Quarterly Journal of Experimental Psychology*, vol. 59, no. 4, 2006, pp. 745-759.
- Steinberg, L.T., and A.S. Morris. "Adolescent Development." *Annual Review of Psychology*, vol. 52, no. 1, 2001, pp. 83–110.
- Steinberg, L., B. Bradford, and S. Dornbusch. *Beyond the Classroom: Why School Reform Failed and What Parents Need to Do*. New York: Simon & Schuster, 1996.
- Stevenson, K.R. *School Size and Its Relationship to Student Outcomes and School Climate: A Review and Analysis of Eight South Carolina State-Wide Studies*. Washington, DC: National Clearinghouse for Educational Facilities, 2006.
- Teachman, J.D. "The Living Arrangements of Children and Their Educational Well Being." *Journal of Family Issues*, vol. 29, no. 6, pp. 734–761.
- Teo, A., E. Carlson, P.J. Mathieu, B. Egeland, and L.A. Sroufe. "A Prospective Longitudinal Study of Psychosocial Predictors of Achievement." *Journal of School Psychology*, vol. 34, no. 3, 1996, pp. 285–306.
- Thapa, A., J. Cohen, S. Guffey, and A. Higgins-D'Alessandro. "A Review of School Climate Research." *Review of Educational Research*, first published on April 19, 2013 doi:10.3102/0034654313483907.
- Tindal, G., and R. Parker. "Direct Observation in Special Education Classrooms: Concurrent Use of Two Instruments and Their Validation." *Journal of Special Education*, vol. 21, no. 2, 1987, pp. 43–58.
- Toll, S., and J. Van Luit. "Early Numeracy Intervention for Low-Performing Kindergartners." *Journal of Early Intervention*, vol. 34, no. 4, 2012, pp. 243-264.
- Trends in International Mathematics and Science Study (TIMSS). "TIMSS 2011 Assessment Frameworks." Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College, 2011.
- Uline, C., and M. Tschannen-Moran. "The Walls Speak: Facilities and School Climate," *Journal of Educational Administration*, vol. 46, no. 1, 2008, pp. 55–73.

- U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Results from the School Health Policies and Practices Study 2012. Washington, DC: Center for Disease Control; 2013. Available at: http://www.cdc.gov/healthyyouth/shpps/2012/pdf/shpps-results_2012.pdf.
- Vandell, D.L., E.R. Reisner, B.B. Brown, K. Dadisman, K.M. Pierce, D. Lee, and E.M. Pechman. "The Study of Promising After-School Programs: Examination of Intermediate Outcomes in Year 2." Washington, DC: Policy Studies Associates, 2005.
- Verbruggen, F., and G.D. Logan. "Response inhibition in the stop-signal paradigm." *Trends in Cognitive Sciences*, vol. 12, no. 11, 2008, pp. 418-424.
- Wadsworth, M. E., and Compas, B. E. "Coping with Family and Economic Strain: The Adolescent Perspective." *Journal of Research on Adolescence*, vol. 12, 2002, pp. 243-274.
- Wentzel, K.R. "Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers." *Journal of Educational Psychology*, vol. 90, no. 2, 1998, pp. 202-209.
- Wentzel, K.R. "Student Motivation in Middle School: The Role of Perceived Pedagogical Caring." *Journal of Educational Psychology*, vol. 89, no. 3, 1997, pp. 411-419.
- Wentzel, K.R., and K. Caldwell. "Friendships, Peer Acceptance, and Group Membership: Relations to Academic Achievement in Middle School." *Child Development*, vol. 68, no. 6, 1997, pp. 1198-1209.
- Wheelock, A. *Standards-Based Reform: What Does It Mean for the Middle Grades?* New York: Edna McConnell Clark Foundation Program for Student Achievement, 1995.
- Wyatt, J.M., and G. Carlo. "Prosocial Development in Early Adulthood: A Longitudinal Study." *Journal of Personality and Social Psychology*, vol. 82, no. 6, 2002, pp. 993-1006.
- Zelazo, P.D., F. Craik, and L. Booth. "Executive function across the life span." *Acta Psychologica*, vol. 115, no. 2, 2004, pp. 167-183.
- Zimmerman, B.J. "Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis." In *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*, ed. B.J. Zimmerman and D.H. Schunk. 2nd ed., pp. 1-37. Mahwah, NJ: Erlbaum, 2001.
- Zimmerman, B.J. "Self-Efficacy: An Essential Motive to Learn." *Contemporary Educational Psychology*, vol. 25, 2000, pp. 82-91.

C.4 Item-Level Justification

This appendix presents the survey items in a tabular format with the following columns of information:

- **MGLS item number.** The item number of the survey item within the survey specifications document.
- **Source.** The source of the survey item.
- **Status.** Whether the item was unchanged, modified, or new.
- **Original wording (if modified).** This field is only present if the survey item was modified. Otherwise, the wording appears in the “Current Question Wording” field.
- **Original response options (if modified).** This field is only present if the survey item was modified. Otherwise, the wording appears in the “Current Response Options” field.
- **Current Question Wording.** This is the wording of the survey item as it appears in the current survey specifications.
- **Current Response Options.** This is the wording of the response options as they appear in the current survey specifications.
- **Justification (if modified).** If an item was modified, this is a brief statement summarizing why an item was modified.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
AA01.	FACES (2003, Parent Interview; SC11)	Modified	What is [CHILD]'s birth date?	____/____/19/20 ____ MONTH DAY YEAR	What is your birth date?	____ Month ____ Day ____ Year	Response options modified from an open-ended format to a format where students can select their birth date month, day, and year, using drop down menus which is more appropriate for a computer based survey.
AA02.	HSLs:09 (Student, Baseline; Sect. A)	Unchanged			What is your sex?	<p>Select the one that best describes you.</p> <p>1. Male 2. Female</p>	
AA03.	HSLs:09 (Student, Baseline; Sect. A)	Modified	Are you Hispanic or [Latino/Latina]?	1=Yes 2=No	Are you Hispanic or Latino/Latina?	<p>Select the one that best describes you.</p> <p>1. Yes 2. No</p>	As a self-administered item, student gender will not be used to determine if Latino or Latina is automatically filled in the question stem but will instead appear as Latino/Latina. The respondent self-reports gender later in the survey so accurate fill is not possible.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
AA04.	HSL:09 (Student, Baseline; Sect. A)	Modified	Which of the following are you?	<ol style="list-style-type: none"> 1. Mexican, Mexican-American, or Chicano 2. Cuban 3. Dominican 4. Puerto Rican 5. Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran 6. South American, such as Colombian, Argentine, or Peruvian 7. Other Hispanic or Latino/Latina (specify): 	Which of the following best describes you?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. Mexican, Mexican-American, or Chicano 2. Cuban 3. Dominican 4. Puerto Rican 5. Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran 6. South American, such as Colombian, Argentine, or Peruvian 7. Other Hispanic or Latino/Latina <p>Specify _____</p>	Modified wording in the question text from “...following are you” to “...following best describes you” to use terminology more appropriate for this age group. Modified question text so that students can select more than one category. Response options were modified so that students can specify their ethnicity if they select the “Other Hispanic or Latino/Latina” response option. Modifications allow for more flexible and potentially more accurate response.
AA05.	HSL:09 (Student, Baseline; Sect. A)	Modified	Which of the following choices describe your race? You may choose more than one.	<ol style="list-style-type: none"> 1. White 2. Black or African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native 	Which of the following best describes your race?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. White 2. Black or African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native 	Question text was modified to simplify wording and parallel the question text for other race/ethnicity items in the survey.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
AA06.	U.S. Census Bureau (2010 Census questionnaire, Q6)	Modified	<p>What is this person's race? Mark one or more boxes.</p> <ul style="list-style-type: none"> -White -Black, African American, or Negro -American Indian or Alaska Native (print name of enrolled or principal tribe): -Asian Indian -Chinese -Filipino -Japanese -Korean -Vietnamese -Other Asian (print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on): -Native Hawaiian -Guamanian or Chamorro -Samoan -Other Pacific Islander (print race, for example, Fijian, Tongan, and so on). - Some other race (print race): 	<ul style="list-style-type: none"> -White -Black, African American, or Negro -American Indian or Alaska Native (print name of enrolled or principal tribe): -Asian Indian -Chinese -Filipino -Japanese -Korean -Vietnamese -Other Asian (print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on): -Native Hawaiian -Guamanian or Chamorro -Samoan -Other Pacific Islander (print race, for example, Fijian, Tongan, and so on). - Some other race (print race): 	Which of the following best describes you?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. Asian Indian 2. Chinese 3. Filipino 4. Japanese 5. Korean 6. Vietnamese 7. Other (specify) 	<p>Question text was modified to parallel the question text for other race/ethnicity items in the survey and to be specifically about students' Asian race.</p> <p>Response options were modified to only include those that are relevant to the question of asking about students' Asian race. The "other" response option was modified to eliminate examples in order to reduce wording.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
AA07a.	NELS:88 (Student, 8th, 81a)	Modified	For each of the school subjects listed below, mark the statement that best describes your grades from sixth grade up till now. English	<ol style="list-style-type: none"> 1. Mostly As (a numerical average of 90-100) 2. Mostly Bs (80-89) 3. Mostly Cs (70-79) 4. Mostly Ds (60-69) 5. Mostly below D (Below 60) 6. Does not apply to me –my classes are not graded 	<p>Now we have a few questions about your grades in different subjects. What was your grade during the last grading period in...</p> <p>English/Language arts?</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D 5. F 6. This class is ungraded or uses alternative grading 	<p>Time referent was changed to a more recent time period to reduce burden and increase accuracy of recall. Response options were changed to just letter grades since the numerical ranges that correspond to a letter grade may vary across schools. Response option 6 added language on “or uses alternative grading” to acknowledge that some schools may in fact provide grades for this course but do not use letter grades. “Language arts” was added to the question stem to accommodate any differences in how schools label their English-related classes.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
AA07b.	NELS:88 (Student, 8th, 81a)	Modified	For each of the school subjects listed below, mark the statement that best describes your grades from sixth grade up till now. Mathematics	<ol style="list-style-type: none"> Mostly As (a numerical average of 90-100) Mostly Bs (80-89) Mostly Cs (70-79) Mostly Ds (60-69) Mostly below D (Below 60) Does not apply to me –my classes are not graded	What was your grade during the last grading period in... Mathematics?	Select one answer for each row <ol style="list-style-type: none"> A B C D F This class is ungraded or uses alternative grading 	Time referent was changed to a more recent time period to reduce burden and increase accuracy of recall. Response options were changed to just letter grades since the numerical ranges that correspond to a letter grade may vary across schools. Response option 6 added language on “or uses alternative grading” to acknowledge that some schools may in fact provide grades for this course but do not use letter grades.
AA07c.	NELS:88 (Student, 8th, 81a)	Modified	For each of the school subjects listed below, mark the statement that best describes your grades from sixth grade up till now. Science	<ol style="list-style-type: none"> Mostly As (a numerical average of 90-100) Mostly Bs (80-89) Mostly Cs (70-79) Mostly Ds (60-69) Mostly below D (Below 60) Does not apply to me –my classes are not graded	What was your grade during the last grading period in... Science?	Select one answer for each row <ol style="list-style-type: none"> A B C D F This class is ungraded or uses alternative grading 	Time referent was changed to a more recent time period to reduce burden and increase accuracy of recall. Response options were changed to just letter grades since the numerical ranges that correspond to a letter grade may vary across schools. Response option 6 added language on “or uses alternative grading” to acknowledge that some schools may in fact provide grades for this course but do not use letter grades.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
AA07d.	NELS:88 (Student, 8th, 81a)	Modified	For each of the school subjects listed below, mark the statement that best describes your grades from sixth grade up till now. Social Studies	<ol style="list-style-type: none"> 1. Mostly As (a numerical average of 90-100) 2. Mostly Bs (80-89) 3. Mostly Cs (70-79) 4. Mostly Ds (60-69) 5. Mostly below D (Below 60) 6. Does not apply to me –my classes are not graded 	What was your grade during the last grading period in... Social studies?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D 5. F 6. This class is ungraded or uses alternative grading 	Time referent was changed to a more recent time period to reduce burden and increase accuracy of recall. Response options were changed to just letter grades since the numerical ranges that correspond to a letter grade may vary across schools. Response option 6 added language on “or uses alternative grading” to acknowledge that some schools may in fact provide grades for this course but do not use letter grades.
E06a.		Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You have a certain amount of intelligence and you can't really do much to change it.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree 	How much do you agree or disagree with the following? You have a certain amount of intelligence and you can't really do much to change it.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E06b.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. Your intelligence is something about you that you can't change very much.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following? Your intelligence is something about you that you can't change very much	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.
E06c.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. No matter who you are, you can significantly change your intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following? No matter who you are, you can significantly change your intelligence.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E06d.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You can learn new things, but you can't really change your basic intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following? You can learn new things, but you can't really change your basic intelligence.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.
E06e.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You can always substantially change your intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following? You can always substantially change your intelligence.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E06f.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. No matter how much intelligence you have, you can always change it quite a bit.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree 	<p>How much do you agree or disagree with the following?</p> <p>No matter how much intelligence you have, you can always change it quite a bit.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	<p>Introduction text was modified to remove unnecessary language.</p> <p>Response options were modified to make the scale more ordinal.</p>
A01a.	ELS:2002 (Student; Baseline; 24a)	Modified	How many times did the following things happen to you in the first semester or term of this school year? a. I was late for school	<ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10 or more times 	<p>How many times did the following happen in the last month?</p> <p>I was tardy for school.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. 0 times 2. 1 or 2 times 3. 3 to 6 times 4. 7 to 9 times 5. 10 to 12 times 6. 13 or more times 	<p>Replaced the term "late" with "tardy" to clarify that the item is interested in official lateness to school, and not just whether the child perceived themselves as being late. Time referent was changed to "in the last month" to have a more recent time period for recall since student will take the survey in the spring.</p> <p>Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A01b.	ELS:2002 (Student, Baseline; 24b)	Modified	How many times did the following things happen to you in the first semester or term of this school year? b. I cut or skipped classes	<ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10 or more times 	How many times did the following happen in the last month? I cut or skipped classes.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. 0 times 2. 1 or 2 times 3. 3 to 6 times 4. 7 to 9 times 5. 10 to 12 times 6. 13 or more times 	Time referent was changed to "in the last month" to have a more recent time period for recall since student will take the survey in the spring. Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses.
A02a.	Belongingness Scale (University of Chicago CCSR)	Modified	How much do you agree with the following statements about your school: I feel like a real part of my school.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree 	How often does the following happen at your school? I feel like a real part of my school.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A02b.	Belongingness Scale (University of Chicago CCSR)	Modified	How much do you agree with the following statements about your school: People here notice when I'm good at something.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How often does the following happen at your school? People notice when I'm good at something.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The word "here" was removed from the question text to eliminate unnecessary wording given that students were informed to think about their school in the introduction text.
A02c.	Belongingness Scale (University of Chicago CCSR)	Modified	How much do you agree with the following statements about your school: Other students in my school take my opinions seriously.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How often does the following happen at your school? Other students take my opinions seriously.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. Because the introduction text already states for students to think about their school, "other students in my school" was modified to "other students" to eliminate unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A02d.	Belongingness Scale (University of Chicago CCSR)	Modified	<p>How much do you agree with the following statements about your school:</p> <p>People at this school are friendly to me.</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree 	<p>How often does the following happen at your school?</p> <p>People are friendly to me.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. Because the introduction text already states for students to think about their school, "people at this school" was modified to "people" to eliminate unnecessary wording.</p>
A02e.	Belongingness Scale (University of Chicago CCSR)	Modified	<p>How much do you agree with the following statements about your school:</p> <p>I'm included in lots of activities at school.</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree 	<p>How often does the following happen at your school?</p> <p>I'm included in lots of activities.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. Because the introduction text already states for students to think about their school, "activities at school" was modified to "activities" to eliminate unnecessary wording.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A03a.	ELS:2002 (Student, Baseline; 20a)	Modified	How much do you agree or disagree with each of the following statements about your current school and teachers? Students get along well with teachers	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you agree or disagree with the following statements about your school? Students get along well with teachers.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The introduction text was modified from "your current school and teachers" to "your school" to eliminate unnecessary language. Response options were changed from a 4-point scale to a 6-point scale to allow for more variability in responses.
A03b.	ELS:2002 (Student, Baseline; 20c)	Modified	How much do you agree or disagree with each of the following statements about your current school and teachers? Students make friends with students of other racial and ethnic groups	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you agree or disagree with the following statements about your school? Students have friends of races/ethnicities different than their own.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The introduction text was modified from "your current school and teachers" to "your school" to eliminate unnecessary language. Response options were changed from a 4-point scale to a 6-point scale to allow for more variability in responses. Item was modified from "Students make friends of other racial ethnic groups" to "Students have friends of races/ethnicities different than their own" to be more age appropriate.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A03c.	ELS:2002 (Student, Baseline; 20j)	Modified	How much do you agree or disagree with each of the following statements about your current school and teachers? I don't feel safe at this school	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you agree or disagree with the following statements about your school? I feel safe at this school.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The introduction text was modified from "your current school and teachers" to "your school" to eliminate unnecessary language. The question text was changed from "I don't feel safe" to "I feel safe" since cognitive laboratory work results suggested to avoid using negatively worded items due to the response confusion they may create. Response options were changed from a 4-point scale to a 6-point scale to allow for more variability in responses.
A03d.	ELS:2002 (Student, Baseline; 20k)	Modified	How much do you agree or disagree with each of the following statements about your current school and teachers? Disruptions by other students get in the way of my learning	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you agree or disagree with the following statements about your school? Disruptions by other students get in the way of my learning.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The introduction text was modified from "your current school and teachers" to "your school" to eliminate unnecessary language. Response options were changed from a 4-point scale to a 6-point scale to allow for more variability in responses.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A03e.	ELS:2002 (Student, Baseline; 21b)	Modified	Thinking about your school over the last year, how much do you agree or disagree with the following statements? The school rules are fair	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you agree or disagree with the following statements about your school? The school rules are fair.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The introduction text was modified to drop "Thinking about your school over the past year" to be consistent with other MGLS:2017 items used to assess school climate. Response options were changed from a 4-point scale to a 6-point scale to allow for more variability in responses.
A03f.	ELS:2002 (Student, Baseline; 21c)	Modified	Thinking about your school over the last year, how much do you agree or disagree with the following statements? The punishment for breaking school rules is the same no matter who you are.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you agree or disagree with the following statements about your school? The punishment for breaking school rules is the same no matter who you are.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The introduction text was modified to drop "Thinking about your school over the past year" to be consistent with other items used to assess school climate. Response options were changed from a 4-point scale to a 6-point scale to allow for more variability in responses.
A03g.	ELS:2002 (Student, Baseline; 21d)	Modified	Thinking about your school over the last year, how much do you agree or disagree with the following statements? The school rules are strictly enforced	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you agree or disagree with the following statements about your school? The school rules are strictly enforced.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The introduction text was modified to drop "Thinking about your school over the past year" to be consistent with other items used to assess school climate. Response options were changed from a 4-point scale to a 6-point scale to allow for more variability in responses.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A03h.	New Item	New Item			How much do you agree or disagree with the following statements about your school? Students get along well with other students.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	
A03i.	Discrimination Experiences (DeGarmo and Martinez, 2006)	Modified	Have you ever witnessed another person being treated differently at school because of their race/ethnicity?	1. Yes 2. No	How much do you agree or disagree with the following statements about your school? Students are treated differently at school because of their race/ethnicity.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	The item was modified to be consistent with other items used to assess school climate. Response options were changed from an indicator to a 6-point scale to allow for more variability in responses.
A03j.	New Item	New Item			How much do you agree or disagree with the following statements about your school? I feel comfortable to be myself at school.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A04a.	Academic Press Scale (Lee and Smith, 1999)	Modified	<p>Lee and Smith (1999) pg 939 noted: *Example item presented as follows: Item asking students' opinions about whether their math and English teachers...</p> <p>--Praise their efforts when they work hard *The scale range was not specified</p>		<p>How often do the teachers at your school do the following? Teachers praise students' efforts when they work hard.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Introduction text was modified from "math and English teachers" to "teachers" to have students think about their teachers in general rather than subject-specific teachers. Question text was modified to have students think about other students in general rather than their own experiences with their teachers in order to assess academic culture at the school level. The original response scale notes that students reported "whether" their teachers exhibit a particular behavior. The response scale was modified to use a frequency scale to ascertain not just whether a particular behavior occurred, but also how often it occurred.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A04b.	Academic Press Scale (Lee and Smith, 1999)	Modified	<p>Lee and Smith (1999) pg 939 noted: *Example item presented as follows:</p> <p>Item asking students' opinions about whether their math and English teachers...</p> <p>-Care if they get bad grades in that class</p> <p>*The scale range was not specified</p>		<p>How often do the teachers at your school do the following?</p> <p>Teachers want students to get good grades.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Introduction text was modified from "math and English teachers" to "teachers" to have students think about their teachers in general rather than subject-specific teachers. Question text was modified to have students think about students in general rather than their own experiences with their teachers in order to assess academic culture at the school level. Question text was modified from "bad grades" to "good grades" since cognitive laboratory work results suggested to avoid using negatively worded items due to the response confusion they may create. The original response scale notes that students reported "whether" their teachers exhibit a particular behavior. The response scale was modified to use a frequency scale to ascertain not just whether a particular behavior occurred, but also how often it occurred.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A04c.	Academic Press Scale (Lee and Smith, 1999)	Modified	<p>Lee and Smith (1999) pg 939 noted: Example item presented as follows: Item asking students' opinions about whether their math and English teachers... - Often put them down in that class *The scale range was not specified</p>		<p>How often do the teachers at your school do the following? Teachers put down students in class.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Introduction text was modified from "math and English teachers" to "teachers" to have students think about their teachers in general rather than subject-specific teachers. Question text was modified to have students think about students in general rather than their own experiences with their teachers in order to assess academic culture at the school level. Question text was modified to remove "often" since the response options use a frequency scale. Question text was modified from "that class" to "class" to have students think about their classes in general rather than a specific class. The original response scale notes that students reported "whether" their teachers exhibit a particular behavior. The response scale was modified to use a frequency scale to ascertain not just whether a particular behavior occurred, but also how often it occurred.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A04d.	Academic Press Scale (Allensworth and Easton, 2007)	Modified	<p>Allensworth and Easton (2007) Appendix B pg 53 noted:</p> <p>Example item presented as follows:</p> <p>Academic Press measures whether teachers press all students toward academic achievement. Students were asked if their teacher... --expects them to do their best</p> <p>* Students' reports refer to a specific class.</p> <p>* The scale range was not specified.</p>		<p>How often do the teachers at your school do the following?</p> <p>Teachers expect students to do their best.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Question text was modified to have students think about other students in general rather than their own experiences with their teachers in order to assess academic culture at the school level. Question text was modified to be about teachers in general rather than a specific class. The original response scale notes that students reported "whether" their teachers exhibit a particular behavior. The response scale was modified to use a frequency scale to ascertain not just whether a particular behavior occurred, but also how often it occurred.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A04e.	Academic Press Scale (Allensworth and Easton, 2007)	Modified	<p>Allensworth and Easton (2007) Appendix B pg 53 noted: Example item presented as follows: Academic Press measures whether teachers press all students toward academic achievement. Students were asked if their teacher... --expects everyone to work hard * Students' reports refer to a specific class * The scale range was not specified.</p>		<p>How often do the teachers at your school do the following? Teachers expect everyone to work hard.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Question text was modified to have students think about other students in general rather than their own experiences with their teachers in order to assess academic culture at the school level. Question text was modified to be about teachers in general rather than a specific class. The original response scale notes that students reported "whether" their teachers exhibit a particular behavior. The response scale was modified to use a frequency scale to ascertain not just whether a particular behavior occurred, but also how often it occurred.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A04f.	Classroom Rigor Scale (University of Chicago CCSR)	Modified	How much do you agree with the following statements about your teacher in your [TARGET] class: My teacher: Encourages us to consider different solutions or points of view	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How often do the teachers at your school do the following? Teachers encourage students to consider different solutions or points of view.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Question text was modified to have students think about other students in general rather than their own experiences with their teachers in order to assess academic culture at the school level. Question text was modified to be about teachers in general rather than a specific class. Response options were changed from a 4 point scale to a 6-point scale to allow for more variability in responses.
A04g.	Academic Press Scale (University of Chicago CCSR)	Modified	In my [TARGET] class, my teacher: Wants us to become better thinkers, not just memorize things.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How often do the teachers at your school do the following? Teachers want students to become better thinkers, not just memorize things.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Question text was modified to have students think about other students in general rather than their own experiences with their teachers in order to assess academic culture at the school level. Question text was modified to be about teachers in general rather than a specific class. Response options were changed from a 4 point scale to a 6-point scale to allow for more variability in responses.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A05a.	PISA 2009 (Student; Q38a)	Modified	<p>How much do you disagree or agree with each of the following statements about teachers at your school?</p> <p>I get along well with most of my teachers.</p>	<p>1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree</p>	<p>How often does the following happen with your teachers?</p> <p>I get along well with my teachers.</p>	<p>Select one answer for each row</p> <p>1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always</p>	<p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "teachers at your school" to "your teachers" to eliminate unnecessary wording. Question text was modified to remove "most of" to reduce complexity and to eliminate potential differences in interpretation of the term.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A05b.	PISA 2009 (Student; Q38c)	Modified	<p>How much do you disagree or agree with each of the following statements about teachers at your school?</p> <p>Most of my teachers really listen to what I have to say.</p>	<p>1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree</p>	<p>How often does the following happen with your teachers?</p> <p>My teachers listen to what I have to say.</p>	<p>Select one answer for each row</p> <p>1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always</p>	<p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "teachers at your school" to "your teachers" to eliminate unnecessary wording. Question text was modified to remove "most of" to reduce complexity and to eliminate potential differences in interpretation of the term. Question text was modified to eliminate "really" to eliminate potential differences in interpretation of the term.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A05c.	PISA 2009 (Student; Q38d)	Modified	<p>How much do you disagree or agree with each of the following statements about teachers at your school?</p> <p>If I need extra help, I will receive it from my teachers.</p>	<p>1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree</p>	<p>How often does the following happen with your teachers?</p> <p>If I need extra help, I receive it from my teachers.</p>	<p>Select one answer for each row</p> <p>1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always</p>	<p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "teachers at your school" to "your teachers" to eliminate unnecessary wording. Question text was modified to remove "will" to eliminate unnecessary wording.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A05d.	PISA 2009 (Student; Q38e)	Modified	How much do you disagree or agree with each of the following statements about teachers at your school? Most of my teachers treat me fairly.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How often does the following happen with your teachers? My teachers treat me fairly.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "teachers at your school" to "your teachers" to eliminate unnecessary wording Question text was modified to remove "most of" to reduce complexity and to eliminate potential differences in interpretation of the term.
A05e.	Classroom Life Instrument (Johnson, Johnson, Buckman and Richards, 1985)	Modified	My teacher cares about my feelings.	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always	How often does the following happen with your teachers? My teachers care about my feelings.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Question text was modified to be about teachers in general rather than a specific class. Response options were changed from a 5-point scale to a 6-point scale to allow for more variability in responses and to be consistent with other school climate items.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06a.	NELS:88 (Student, 8th, 58d)	Modified	<p>Indicate the degree to which each of the following matters are a problem in your school.</p> <p>Physical conflicts among students</p>	<ol style="list-style-type: none"> 1. Serious 2. Moderate 3. Minor 4. Not a problem 	<p>How often did the following happen at your school in the last month?</p> <p>Physical conflicts (fights) among students.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from a degree scale to a frequency scale to use more appropriate terminology for this age group and to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified to include a time referent ("in the last month") in order to help with recall and to standardize the reference period students use in answering the question. The question text was modified to include "(fights)" in order to define a term that some students may not be familiar with</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06b.	NELS:88 (Student, 8th, 58)	Modified	<p>Indicate the degree to which each of the following matters are a problem in your school.</p> <p>Students bullying other students.</p>	<ol style="list-style-type: none"> 1. Serious 2. Moderate 3. Minor 4. Not a problem 	<p>How often did the following happen at your school in the last month?</p> <p>Students bullied other students.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from a degree scale to a frequency scale to use more appropriate terminology for this age group and to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified to include a time referent ("in the last month") in order to help with recall and to standardize the reference period students use in answering the question. The question text was modified to include "(fights)" in order to define a term that some students may not be familiar with and to adapt the verb tense to reflect the additional time referent.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06c.	NELS:88 (Student, 8th, 58k)	Modified	<p>Indicate the degree to which each of the following matters are a problem in your school.</p> <p>Verbal abuse of teachers</p>	<ol style="list-style-type: none"> 1. Serious 2. Moderate 3. Minor 4. Not a problem 	<p>How often did the following happen at your school in <u>the last month</u>?</p> <p>Students yelled and screamed at the teachers.</p>	<p>Select <i>one answer for each row</i></p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from a degree scale to a frequency scale to use more appropriate terminology for this age group and to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified to include a time referent (“in the last month”) in order to help with recall and to standardize the reference period students use in answering the question. Question text was modified to use terminology more appropriate for this age group and to adapt the verb tense to reflect the additional time referent.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06d.	NELS:88 (Student, 8th, 58)	Modified	<p>Indicate the degree to which each of the following matters are a problem in your school.</p> <p>Physical abuse of teachers</p>	<ol style="list-style-type: none"> 1. Serious 2. Moderate 3. Minor 4. Not a problem 	<p>How often did the following happen at your school in the last month?</p> <p>Students physically attacked teachers.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from a degree scale to a frequency scale to use more appropriate terminology for this age group and to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified to include a time referent (“in the last month”) in order to help with recall and to standardize the reference period students use in answering the question. Question text was modified to use terminology more appropriate for this age group and to adapt the verb tense to reflect the additional time referent.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06e.	NELS:88 (Student, 8th, 58g)	Modified	Indicate the degree to which each of the following matters are a problem in your school. Student use of alcohol	1. Serious 2. Moderate 3. Minor 4. Not a problem	How often did the following happen at your school in the last month? Students used alcohol.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a degree scale to a frequency scale to use more appropriate terminology for this age group and to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified to include a time referent ("in the last month") in order to help with recall and to standardize the reference period students use in answering the question. The question text was modified to be in the past tense to reflect the time referent.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06f.	NELS:88 (Student, 8th, 58h)	Modified	<p>Indicate the degree to which each of the following matters are a problem in your school.</p> <p>Student use of illegal drugs</p>	<ol style="list-style-type: none"> 1. Serious 2. Moderate 3. Minor 4. Not a problem 	<p>How often did the following happen at your school in the last month?</p> <p>Students used drugs.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from a degree scale to a frequency scale to use more appropriate terminology for this age group and to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified to include a time referent (“in the last month”) in order to help with recall and to standardize the reference period students use in answering the question. Question text was modified to eliminate “illegal” since some students may not be able to distinguish between illegal drugs versus drugs in general and to adapt the verb tense to reflect the additional time referent.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06g.	NELS:88 (Student, 8th, 581)	Modified	Indicate the degree to which each of the following matters are a problem in your school. Student possession of weapons	1. Serious 2. Moderate 3. Minor 4. Not a problem	How often did the following happen at your school in the last month? Students brought in weapons.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a degree scale to a frequency scale to use more appropriate terminology for this age group and to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified to include a time referent ("in the last month") in order to help with recall and to standardize the reference period students use in answering the question. Question text was modified to use terminology more appropriate for this age group and to adapt the verb tense to reflect the additional time referent.
A07a.	ECLS-K 11 (Student, Grade 2, CLQ180)	Unchanged			During the school year, how often have other students... Teased you, made fun of you, or called you names?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A07b.	ECLS-K 11 (Student, Grade 2, CLQ185)	Unchanged			During the school year, how often have other students... Told lies or untrue stories about you?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
A07c.	ECLS-K 11 (Student, Grade 2, CLQ190)	Unchanged			During the school year, how often have other students... Pushed, shoved, slapped, hit, or kicked you?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
A07d.	ECLS-K 11 (Student, Grade 2, CLQ200)	Modified	During this school year, how often have other students left you out from playing with them on purpose?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	During the school year, how often have other students... Left you out when they were hanging out, sitting together, or doing other activities?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text changed from referring to "playing" to "hanging out" to be more appropriate for this age group.
B01a.	ECLS-K (Student, Grade 8; 10a)	Modified	Have you participated in the following school-sponsored activities this school year? School sports	1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	Have you participated in the following school-sponsored activities at any time during this school year? School sports	Select one answer for each row 1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	Introduction text was modified to include "at any time during" to improve students' recall.
B01b.	New item	New item			Have you participated in the following school-sponsored activities at any time during this school year? Math or science clubs	Select one answer for each row 1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01c.	ECLS-K (Student, Grade 8; 10c)	Modified	Have you participated in the following school-sponsored activities this school year? School clubs (e.g., school yearbook, newspaper, hobby club, photography)	1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	Have you participated in the following school-sponsored activities at any time during this school year? Other school clubs	Select one answer for each row 1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	Introduction text was modified to include "at any time during" to improve students' recall.
B01d.	ELS:2002 (Student, Baseline; 41a and 41b)	Modified	Have you participated in the following school-sponsored activities this school year? a. Band, orchestra, chorus, choir b. School play or musical	Yes No	Have you participated in the following school-sponsored activities at any time during this school year? Performing arts	Select one answer for each row 1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	Introduction text was modified to include "at any time during" to improve students' recall. The two ELS:2002 items were combined into a single item about "performing arts" in order to reduce the number of items in the student survey. Previous item text is incorporated as examples in the help text.. The response options were modified to be consistent with other items in this series and to learn more about the nature of students' participation.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01e.	ELS:2002 (Student, Baseline; 41c)	Modified	Have you participated in the following school-sponsored activities this school year? c. Student government	Yes No	Have you participated in the following school-sponsored activities at any time during this school year? Student government	Select one answer for each row 1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	Introduction text was modified to include "at any time during" to improve students' recall. The response options were modified to be consistent with other items in this series and to learn more about the nature of students' participation.
B01f.	ELS:2002 (Student, Baseline; 41e)	Modified	Have you participated in the following school-sponsored activities this school year? e. School yearbook, newspaper, literary magazine	Yes No	Have you participated in the following school-sponsored activities at any time during this school year? School yearbook, newspaper, or literary magazine	Select one answer for each row 1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	Introduction text was modified to include "at any time during" to improve students' recall. The response options were modified to be consistent with other items in this series and to learn more about the nature of students' participation.
B01g.	New Item	New Item			Have you participated in the following school-sponsored activities at any time during this school year? Other school-sponsored activities	Select one answer for each row 1. Did not participate 2. Participated 3. Participated as an officer, leader, or captain	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02a.	ECLS-K (Student, Grade 8; 12e)	Modified	How often do you spend time... Working on hobbies, arts, crafts, or playing a musical instrument?	1. Rarely or never 2. Less than once a week 3. Once or twice a week 4. Every day or almost every day	How often do you spend time... Working on hobbies, arts, crafts, or playing a musical instrument outside of school?	Select one answer for each row 1. Never 2. Rarely 3. Less than once a week 4. Once or twice a week 5. Every day or almost every day	Question text was modified to include "outside of school" to further clarify that these questions are about non-school sponsored activities. Response options were revised to have "never" and "rarely" as separate categories to further differentiate between those who do and do not participate in this non-school sponsored activity.
B02b.	ECLS-K (Student, Grade 8; 12f)	Modified	How often do you spend time... Taking music, art, foreign language, or dance classes outside of school?	1. Rarely or never 2. Less than once a week 3. Once or twice a week 4. Every day or almost every day	How often do you spend time... Taking music, art, foreign language, or dance lessons outside of school?	Select one answer for each row 1. Never 2. Rarely 3. Less than once a week 4. Once or twice a week 5. Every day or almost every day	Response options were revised to have "never" and "rarely" as separate categories to further differentiate between those who do and do not participate in this non-school sponsored activity.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02c.	ECLS-K (Student, Grade 8; 12g)	Modified	How often do you spend time... Playing non-school sports?	1. Rarely or never 2. Less than once a week 3. Once or twice a week 4. Every day or almost every day	How often do you spend time... Playing organized non-school sports?	Select one answer for each row 1. Never 2. Rarely 3. Less than once a week 4. Once or twice a week 5. Every day or almost every day	Question text was modified to include "organized" to differentiate between from other sports/athletic activities the students may initiate on their own (e.g., running, cycling). Response options were revised to have "never" and "rarely" as separate categories to further differentiate between those who do and do not participate in this non-school sponsored activity.
B02d.	New Item	New Item			How often do you spend time... Participating in a religious club or group?	Select one answer for each row 1. Never 2. Rarely 3. Less than once a week 4. Once or twice a week 5. Every day or almost every day	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02e.	ECLS-K (Student, Grade 8; 12h)	Modified	How often do you spend time... In an organized non-school activity (such as, scouts, 4-H, or youth groups)?	<ol style="list-style-type: none"> 1. Rarely or never 2. Less than once a week 3. Once or twice a week 4. Every day or almost every day 	How often do you spend time... Participating in a non-school, non-religious organized group activity?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Less than once a week 4. Once or twice a week 5. Every day or almost every day 	Question text was modified to include "non-religious" to help students differentiate from what is asked of them in the previous item. List of example activities has been incorporated into the help text to reduce burden. Response options were revised to have "never" and "rarely" as separate categories to further differentiate between those who do and do not participate in this non-school sponsored activity.
B02f.	New Item	New Item			How often do you spend time... Doing other activities outside of school?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Less than once a week 4. Once or twice a week 5. Every day or almost every day 	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03a.	HSL:09 (Student, Baseline; Sect. E)	Modified	During a typical weekday during the school year how many hours do you spend... Hanging out or socializing with your friends?	1=Less than 1 hour 2=1 to 2 hours 3=2 to 3 hours 4=3 to 4 hours 5=4 to 5 hours 6=5 or more hours	For the next questions think of a typical weekday in the last month. How many hours per day did you spend doing the following on a typical weekday? Hanging out or socializing with your friends in person after school.	Select one answer for each row 1. Less than 1 hour 2. 1 to 2 hours 3. 2 to 3 hours 4. 3 to 4 hours 5. 4 to 5 hours 6. 5 or more hours	Time referent in the introduction text was changed to the to a more recent time period to reduce burden and increase accuracy of recall. Introduction text was modified to further reinforce the focus on how many hours per day on a typical weekday in the last month. Question text was modified to include "in person after school" to clarify the specific type of behavior of interest.
B03b.	New item	New item			For the next questions think of a typical weekday in the last month. How many hours per day did you spend doing the following on a typical weekday? Working on homework and studying for class in school or after school.	Select one answer for each row 1. Less than 1 hour 2. 1 to 2 hours 3. 2 to 3 hours 4. 3 to 4 hours 5. 4 to 5 hours 6. 5 or more hours	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B04.	NELS:88 (Student, 8th, 54)	Modified	Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (Do not include work around the house. If more than one kind of work, choose the one that paid you the most per hour.)(MARK ONE)	<ol style="list-style-type: none"> 1. Have not worked for pay 2. Lawn work 3. Waiter or waitress 4. Newspaper route 5. Babysitting or child care 6. Farm or agricultural work 7. Other manual labor 8. Store clerk, salesperson 9. Office or clerical 10. Odd jobs 11. Other 	<p>Some people your age get paid for work they do.</p> <p>Have you ever been paid to do the following?</p> <p>(Do not include chores, helping around the house, or an allowance you might receive.)</p>	<p>Select <i>all that apply</i></p> <ol style="list-style-type: none"> 1. Lawn work 2. Waiter/waitress, dishwasher, or cleaning tables 3. Newspaper route 4. Babysitting or child care 5. Petsitting 6. Farm or agricultural work 7. Other manual labor 8. Store clerk, salesperson 9. Office or clerical work 10. Other work you do for pay <p>Specify _____</p> <p>11. I have not done any work for pay</p>	<p>Introduction text was added to prime students to think about the work they do for pay. Question modified based on cognitive laboratory work to use terminology more appropriate for this age group. Response options were modified based on cognitive laboratory work to use terminology more appropriate for this age group and this time period. Some response options were removed to only focus on those of interest. "Petsitting" was added as a response option to more accurately reflect students' potential work experiences.</p>
B05a.	New Item	New Item			<p>How much time per day do you spend...</p> <p>Watching movies or TV shows on live TV, DVR, on demand, or through a website or streaming service (such as Netflix, Hulu Plus, or HBO Go)?</p>	<p>On a typical weekday:</p> <p>_____ Hours _____ Minutes</p> <p>On a typical weekend day:</p> <p>_____ Hours _____ Minutes</p>	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B05b.	New Item	New Item			How much time per day do you spend... Watching shorter video clips for fun on YouTube, Vine, or other sites?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	
B05c.	New Item	New Item			How much time per day do you spend... Looking up information online for schoolwork (for example, using Google, Wikipedia, or other sites)?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	
B05d.	New Item	New Item			How much time per day do you spend... Looking up information online for your own interests (for example, using Google, Reddit, Tumblr, or other sites)?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B05e.	New item	New item			How much time per day do you spend... Listening to music through music downloading or streaming services (such as iTunes, iTunes, SoundCloud, Google Play, or Pandora)?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	
B05f.	New item	New item			How much time per day do you spend... Playing on a gaming system (such as X-Box or Wii), computer, or apps on your phone or tablet?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	
B05g.	New item	New item			How much time per day do you spend... Video chatting with friends through programs like Facetime, OoVoo, or Skype?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B05h.	New Item	New Item			How much time per day do you spend... Messaging with friends using texting, KIK, iMessage, Snapchat, or some other app?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	
B05i.	New Item	New Item			How much time per day do you spend... Looking at or commenting on other people's profiles, photos, updates, or posts on social media sites (such as Twitter, Instagram, Facebook, or Ask.fm)?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	
B05j.	New Item	New Item			How much time per day do you spend... Doing some other activity using a computer, tablet, phone, or similar device?	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	
B06.	New Item	New Item			How many times per day do you post photos or updates on social media sites (such as Twitter, Instagram, Facebook, or Ask.fm)?	On a typical weekday: ____ posts/updates On a typical weekend day: ____ posts/updates	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B07.	New Item	New Item			How many e-mails do you send per day to friends, family members, teachers or others?	On a typical week day: ____ e-mails On a typical weekend day: ____ e-mails	
B07a.	New Item	New Item			Do you ever send emails to friends, family members, teachers or others?	<i>Select one only</i> 1. Yes 2. No	
B08.	New Item	New Item			How much time per day do you spend using all electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for any type of activity? <i>Your best guess is fine.</i>	On a typical weekday: ____ Hours ____ Minutes On a typical weekend day: ____ Hours ____ Minutes	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09.	MADICS (YouthFFI, 7,6)	Modified	<p>Do you have any special talents, interests, skills or something you really like to do such as music, art, drama, athletics, school work or some other ability?</p> <p>What are these talents?</p>	<p>1=Yes</p> <p>Specify:</p>	<p>Below is a list of talents, interests, or hobbies that students your age are sometimes excited about. Please select the talents, interests, or hobbies that are very important to you. If you do not see yours listed, select the "Other talents, interests, or hobbies" option and type in that talent, interest, or hobby on the next screen.</p> <p>What talents, interests, or hobbies are you excited about?</p>	<p>Select <i>all that apply</i></p> <ol style="list-style-type: none"> 1. Math or science 2. Writing or reading 3. Computers or electronics 4. Team sports or athletics (baseball, basketball, football, gymnastics, volleyball, etc.) 5. Physical activities (biking, running, martial arts, skateboarding, ice skating etc.) 6. Dance 7. Music 8. Singing or choir 9. Art 10. Drama 11. Volunteering, service, or activism 12. Being in nature, caring for animals, or participating in outdoor recreation 13. Doing construction, architecture, mechanics, or engineering 14. Collecting (trading cards, stamps, models, etc.) 15. Cooking or baking 16. Other talents, interests, or hobbies <p>Specify _____</p> <p>17. I don't have any talents,</p>	<p>Question was modified from an open-ended format to a close-ended format to reduce burden on students.</p> <p>Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B10.	New Item	New Item			Among the talents, interests, or hobbies you selected, which are you the most excited about?	<p><i>Select only one</i></p> <ol style="list-style-type: none"> 1. Math or science 2. Writing or reading 3. Computers or electronics 4. Team sports or athletics (baseball, basketball, football, gymnastics, volleyball, etc.) 5. Physical activities (biking, running, martial arts, skateboarding, ice skating etc.) 6. Dance 7. Music 8. Singing or choir 9. Art 10. Drama 11. Volunteering, service, or activism 12. Being in nature, caring for animals, or participating in outdoor recreation 13. Doing construction, architecture, mechanics, or engineering 14. Collecting (trading cards, stamps, models, etc.) 15. Cooking or baking 16. Other talents, interests, or hobbies 	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B11.	MADICS (YouthFFI, 7,7)	Modified	Have your parent(s) done anything to help you get better at (TALENT) or have (they/he/she) pretty much left it up to you?	1=Parent(s) did something 2=Left it up to me	Do you have a parent, mentor, friend, or other adult who has done something to help you get better at the talents, interests, or hobbies you are excited about?	Select only one 1. Yes 2. No	Question text was modified to include other sources of support (rather than just parents) and be about all talents/interests/hobbies (rather than just one specifically) to reduce the number of items needed to assess whether student feels supported. In the question text "or have (they/he/she) pretty much left it up to you" was removed to capture presence of support. Response options were also modified to capture presence of support, with follow-up item on who.
B12.	New item	New item			Who has done something to help you get better at the talents, interests, or hobbies you are excited about?	Select all that apply 1. My mother or female guardian 2. My father or male guardian 3. My sister or brother 4. My grandmother or grandfather 5. My aunt or uncle 6. My friend 7. My teacher 8. Other adult, not related to me 9. Someone else Specify _____	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B13.	ECLS-K:2011 (Student 4th grade; Q1a)	Modified	Do you have a pet?	1. Yes 2. No	Some people your age have pets at home, like a dog, cat, fish, or something else. Do you have a pet at home?	Select one only 1. Yes 2. No	The question text was modified to include "at home" so that students do not include animals/pets they are exposed to in other contexts (for example, at school).
B14.	ECLS-K:2011 (Student 4th grade; Q2)	Modified	How old were you when you got your first pet? If you can't remember exactly how old you were, please take your best guess.	Younger than 5 years old 5 years old 6 years old 7 years old 8 years old 9 years old	Thinking about your pet, or your favorite pet if you have several. How long have you had this pet?	Select one only 1. Less than one year 2. 1-5 years 3. 6-10 years 4. More than 10 years	Question text modified to focus on current pet and just one pet so that students will not respond about pets they may have previously owned or about multiple pets. In turn, introduction text was added, and question text and response options were modified to reflect this change.
B15.	ECLS-K:2011 (Student 4th grade; Q8)	Modified	How often do you have {your pet/your favorite pet/any of your pets} near you when you do homework, study, read, or watch TV?	Almost always Often Sometimes Almost never	Thinking about your pet, or your favorite pet if you have several. How often do you have your pet near you when you do homework, study, read, or watch TV?	Select one only 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text modified to focus on current pet and just one pet so that students with not respond about pets they may have previously owned or about multiple pets. In turn, introduction text was added, and question text and response options were modified to reflect this change. The response options were modified to utilize the same frequency scale used with other items in the survey.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B16.	ECLS-K:2011 (Student 4th grade; Q9)	Modified	When you feel bad or sad, how often to you go to {your pet/your favorite pet/any of your pets} to help you feel better?	Almost always Often Sometimes Almost never	Thinking about your pet, or your favorite pet if you have several. When you feel bad or sad, how often do you go to your pet to help you feel better?	Select one only 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text modified to focus on current pet and just one pet so that students with not respond about pets they may have previously owned or about multiple pets. In turn, introduction text was added, and question text and response options were modified to reflect this change. The response options were modified to utilize the same frequency scale used with other items in the survey.
B17.	ECLS-K:2011 (Student 4th grade; Q10)	Modified	Do you consider {your pet/your favorite pet/any of your pets} to be {a member/members} of your family?	Yes, always Yes, sometimes No I'm not sure	Thinking about your pet, or your favorite pet if you have several. Do you consider your pet to be a member of your family?	Select one only 1. Yes, always 2. Yes, sometimes 3. No 4. I'm not sure	Question text modified to focus on current pet and just one pet so that students with not respond about pets they may have previously owned or about multiple pets. In turn, introduction text was added and question text was modified to reflect this change.
C01a.	ECLS-K (Student, Grade 8; 9a)	Modified	How often are the following statements true? My classmates think it is important to be my friend.	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always	How often are the following statements true? My classmates think it is important to be my friend.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C01b.	ECLS-K (Student, Grade 8; 9b)	Modified	How often are the following statements true? My classmates like me the way I am.	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always	How often are the following statements true? My classmates like me the way I am.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses.
C01c.	ECLS-K (Student, Grade 8; 9c)	Modified	How often are the following statements true? My classmates care about my feelings.	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always	How often are the following statements true? My classmates care about my feelings.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses.
C01d.	ECLS-K (Student, Grade 8; 9d)	Modified	How often are the following statements true? My classmates like me as much as they like others.	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always	How often are the following statements true? My classmates like me as much as they like others.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses.
C01e.	ECLS-K (Student, Grade 8; 9e)	Modified	How often are the following statements true? My classmates really care about me.	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always	How often are the following statements true? My classmates really care about me.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C02a.	ECLS-K (Student, Grade 8; 8a)	Modified	Among your close friends, how important is it to them that they... Attend classes regularly?	1. Not important 2. Somewhat important 3. Very important 4. Not applicable, I have no close friends	Of the people your age who you hang out with, how important is it to them that they... Attend classes regularly?	Select one answer for each row 1. Not at all important 2. A little bit important 3. Somewhat important 4. Important 5. Very important	Introduction text was modified from "among your close friends" to "of the people your age who you hang out with" to be more inclusive of the individuals that the students associate with and may influence them. Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses. Because the introduction text is no longer specific to close friends, the "not applicable" response option was eliminated.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C02b.	ECLS-K (Student, Grade 8; 8b)	Modified	Among your close friends, how important is it to them that they... Get good grades?	1. Not important 2. Somewhat important 3. Very important 4. Not applicable, I have no close friends	Of the people your age who you hang out with, how important is it to them that they... Get good grades?	Select one answer for each row 1. Not at all important 2. A little bit important 3. Somewhat important 4. Important 5. Very important	Introduction text was modified from "among your close friends" to "of the people your age who you hang out with" to be more inclusive of the individuals that the students associate with and may influence them. Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses. Because the introduction text is no longer specific to close friends, the "not applicable" response option was eliminated.
C02c.	New Item	New Item			Of the people your age who you hang out with, how important is it to them that they... Work hard in school?	Select one answer for each row 1. Not at all important 2. A little bit important 3. Somewhat important 4. Important 5. Very important	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C03a.	Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project)	Modified	Of the kids you hang around with: How many are members of a gang?	1. None 2. Some 3. About half 4. Most 5. All or almost all	Of the people your age who you hang out with, how many... Are members of a gang?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Introduction text was modified from "kids" to "people your age who you hang out with" to be more appropriate for this age group.
C03b.	Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project)	Modified	Of the kids you hang around with: How many have ever used a weapon in a fight?	1. None 2. Some 3. About half 4. Most 5. All or almost all	Of the people your age who you hang out with, how many... Have ever used a weapon in a fight?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Introduction text was modified from "kids" to "people your age who you hang out with" to be more appropriate for this age group.
C03c.	Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project)	Modified	Of the kids you hang around with: How many have ever stolen things?	1. None 2. Some 3. About half 4. Most 5. All or almost all	Of the people your age who you hang out with, how many... Have ever stolen things?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Introduction text was modified from "kids" to "people your age who you hang out with" to be more appropriate for this age group.
C03d.	Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project)	Modified	Of the kids you hang around with: How many have ever hit someone, trying to seriously hurt them?	1. None 2. Some 3. About half 4. Most 5. All or almost all	Of the people your age who you hang out with, how many... Have ever hit someone, trying to seriously hurt them?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Introduction text was modified from "kids" to "people your age who you hang out with" to be more appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C03e.	Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project)	Modified	Of the kids you hang around with: How many have ever damaged property that didn't belong to them on purpose?	1. None 2. Some 3. About half 4. Most 5. All or almost all	Of the people your age who you hang out with, how many... Have ever damaged property that didn't belong to them on purpose?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Introduction text was modified from "kids" to "people your age who you hang out with" to be more appropriate for this age group.
C03f.	Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project)	Modified	Of the kids you hang around with: How many have been suspended from school at least once this year?	1. None 2. Some 3. About half 4. Most 5. All or almost all	Of the people your age who you hang out with, how many... Have been suspended from school at least once this year?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Introduction text was modified from "kids" to "people your age who you hang out with" to be more appropriate for this age group.
C03g.	Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project)	Modified	Of the kids you hang around with: How many have skipped school without an excuse at least once this school year?	1. None 2. Some 3. About half 4. Most 5. All or almost all	Of the people your age who you hang out with, how many... Have skipped school at least once this year?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Introduction text was modified from "kids" to "people your age who you hang out with" to be more appropriate for this age group. Question text was modified to remove "without an excuse" to eliminate unnecessary wording as this is already implied in the question text.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04a.	NLSY:79 (1994, Child Self-Administered Supplement; C13680.00)	Modified	NLSY peer pressure items, asked on a Y/N scale. Children were asked whether they feel peer pressure from friends to engage in certain behaviors. They reported on the following items: Child feels pressure from friends to try cigarettes.	1. Yes 2. No	Of the people your age who you hang out with, how many have ever pressured you to... Try cigarettes?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Question text was modified from "friends" to "...people your age who you hang out with" to be more inclusive on who may exert pressure on the student. Introduction text was added and the question text was modified so that all items in this series could use the same introduction text that would eliminate unnecessary wording for each question stem. Response options were changed from Yes/No to a how many scale to increase variability of responses.
C04b.	New Item	New Item			Of the people your age who you hang out with, how many have ever pressured you to... Try e-cigarettes or vaping?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04c.	NLSY:79 (1994, Child Self-Administered Supplement; C13682.00)	Modified	NLSY peer pressure items, asked on a Y/N scale. Children were asked whether they feel peer pressure from friends to engage in certain behaviors. They reported on the following items: Child feels pressure from friends to try marijuana/other drugs.	1. Yes 2. No	Of the people your age who you hang out with, how many have ever pressured you to... Try marijuana or other drugs?	Select one answer for each row 1. None 2. Some 3. About half 4. Most 5. All or almost all	Question text was modified from "friends" to "...people your age who you hang out with" to be more inclusive on who may exert pressure on the student. Introduction text was added and the question text was modified so that all items in this series could use the same introduction text that would eliminate unnecessary wording for each question stem. Response options were changed from Yes/No to a how many scale to increase variability of responses.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04d.	NLSY:79 (1994, Child Self-Administered Supplement; C13683.00)	Modified	<p>NLSY peer pressure items, asked on a Y/N scale. Children were asked whether they feel peer pressure from friends to engage in certain behaviors. They reported on the following items:</p> <p>Child feels pressure from friends to drink alcohol.</p>	<p>1. Yes 2. No</p>	<p>Of the people your age who you hang out with, how many have ever pressured you to...</p> <p>Drink beer, wine, or liquor?</p>	<p>Select one answer for each row</p> <p>1. None 2. Some 3. About half 4. Most 5. All or almost all</p>	<p>Question text was modified from "friends" to "...people your age who you hang out with" to be more inclusive on who may exert pressure on the student.</p> <p>Introduction text was added and the question text was modified so that all items in this series could use the same introduction text that would eliminate unnecessary wording for each question stem.</p> <p>Question text was modified from "alcohol" to "beer, wine, or liquor" to be more descriptive for students.</p> <p>Response options were changed from Yes/No to a how many scale to increase variability of responses.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04e.	NLSY:79 (1994, Child Self-Administered Supplement; C13684.00)	Modified	<p>NLSY peer pressure items, asked on a Y/N scale. Children were asked whether they feel peer pressure from friends to engage in certain behaviors. They reported on the following items:</p> <p>Child feels pressure from friends to skip school.</p>	<p>1. Yes 2. No</p>	<p>Of the people your age who you hang out with, how many have ever pressured you to... Skip school?</p>	<p>Select one answer for each row</p> <p>1. None 2. Some 3. About half 4. Most 5. All or almost all</p>	<p>Question text was modified from "friends" to "...people your age who you hang out with" to be more inclusive on who may exert pressure on the student.</p> <p>Introduction text was added and the question text was modified so that all items in this series could use the same introduction text that would eliminate unnecessary wording for each question stem.</p> <p>Response options were changed from Yes/No to a how many scale to increase variability of responses.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
	NLSY:79 (1994, Child Self-Administered Supplement)	Modified	<p>NLSY peer pressure items, asked on a Y/N scale. Children were asked whether they feel peer pressure from friends to engage in certain behaviors. They reported on the following items:</p> <p>Child feels pressure from friends to commit crime/violence</p>	<p>1. Yes 2. No</p>	<p>Of the people your age who you hang out with, how many have ever pressured you to...</p> <p>Commit a crime or do something violent?</p>	<p>Select one answer for each row</p> <p>1. None 2. Some 3. About half 4. Most 5. All or almost all</p>	<p>Question text was modified from "friends" to "...people your age who you hang out with" to be more inclusive on who may exert pressure on the student.</p> <p>Introduction text was added and the question text was modified so that all items in this series could use the same introduction text that would eliminate unnecessary wording for each question stem.</p> <p>Question text was modified from "commit crime/violence" to "commit a crime or do something violent" to be more descriptive and use terminology more appropriate for this age group.</p> <p>Response options were changed from Yes/No to a how many scale to increase variability of responses.</p>
C04f.							

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01a.	AddHealth (Student - In School; S60f)	Modified	In the last month, how often: did you have a headache?	1. Never 2. Rarely 3. Occasionally 4. Often 5. Everyday	In the last month, how often... Did you have a headache?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were modified to use the same 5-point frequency scale that is used with other items, which helps to reduce student burden.
D01b.	AddHealth (Student - In School; S60g)	Modified	In the last month, how often: Did you have aches, pains, or soreness in your muscles or joints?	1. Never 2. Rarely 3. Occasionally 4. Often 5. Everyday	In the last month, how often... Did you have aches, pains, or soreness in your muscles or joints?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were modified to use the same 5-point frequency scale that is used with other items, which helps to reduce student burden.
D01c.	AddHealth (Student - In School; S60h)	Modified	In the last month, how often: Did you have a stomachache?	1. Never 2. Rarely 3. Occasionally 4. Often 5. Everyday	In the last month, how often... Did you have a stomachache?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were modified to use the same 5-point frequency scale that is used with other items, which helps to reduce student burden.
D01d.	AddHealth (Student - In School; S60b)	Modified	In the last month, how often: Did you wake up feeling tired?	1. Never 2. Rarely 3. Occasionally 4. Often 5. Everyday	In the last month, how often... Did you wake up feeling tired?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were modified to use the same 5-point frequency scale that is used with other items, which helps to reduce student burden.
D01e.	AddHealth (Student - In School; S60j)	Modified	In the last month, how often: Did you have trouble falling asleep or staying asleep?	1. Never 2. Rarely 3. Occasionally 4. Often 5. Everyday	In the last month, how often... Did you have trouble falling asleep or staying asleep?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were modified to use the same 5-point frequency scale that is used with other items, which helps to reduce student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02.	AddHealth (Student- In Home; S3; 50)	Modified	What time do you usually go to bed on week nights?		What time do you usually go to sleep on school nights?	____ HOUR ____ MINUTE ____ AM/PM	Question text was modified to specify school nights as this is the area of interest. Question text was also modified from "bed" to "sleep" as students may go to sleep long after they go to bed itself. Response options were changed from an open-ended format to drop down menus to reduce student burden.
D03.	New Item	New Item			What time do you usually wake up on school days?	____ HOUR ____ MINUTE ____ AM/PM	
E01a.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Does things carefully and completely	1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly	How often are the following true for you? I see myself as someone who... Does things carefully and completely.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01b.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Can be somewhat careless	1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly	How often are the following true for you? I see myself as someone who... Can be somewhat careless.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.
E01c.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Is a reliable worker	1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly	How often are the following true for you? I see myself as someone who... Is a reliable worker.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01d.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Tends to be disorganized	1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly	How often are the following true for you? I see myself as someone who... Tends to be disorganized.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.
E01e.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Tends to be lazy	1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly	How often are the following true for you? I see myself as someone who... Tends to be lazy.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01f.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Keeps working until things are done	1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly	How often are the following true for you? I see myself as someone who... Keeps working until things are done.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.
E01g.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Does things efficiently (quickly and correctly)	1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly	How often are the following true for you? I see myself as someone who... Does things efficiently (quickly and correctly).	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01h.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who... Makes plans and sticks to them	<ol style="list-style-type: none"> 1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly 	How often are the following true for you? I see myself as someone who... Makes plans and sticks to them.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01i.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	<p>Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who...</p> <p>Is easily distracted; has trouble paying attention</p>	<ol style="list-style-type: none"> 1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly 	<p>How often are the following true for you?</p> <p>I see myself as someone who...</p> <p>Is easily distracted.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Question text was modified from "Is easily distracted; has trouble paying attention" to "Is easily distracted" so that students can focus on only one type of behavior at a time. The other behavior in the original question text was then split into its own item, as shown below.</p> <p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01j.	BFI 46A Five Factor Model (John & Srivastava, 1999)	Modified	<p>Here are some statements that may or may not describe what you are like. In the blank next to each statement, write the number that shows how much you agree or disagree that it describes you. I see myself as someone who...</p> <p>Is easily distracted; has trouble paying attention</p>	<ol style="list-style-type: none"> 1. Disagree strongly 2. Disagree a little 3. Neither agree nor disagree 4. Agree a little 5. Agree strongly 	<p>How often are the following true for you?</p> <p>I see myself as someone who...</p> <p>Has trouble paying attention.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Question text was modified from "Is easily distracted; has trouble paying attention" to "has trouble paying attention" so that students can focus on only one type of behavior at a time. The other behavior in the original question text was then split into its own item, as shown above.</p> <p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale and to reduce unnecessary wording.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E02a.	Children's Hope Scale (Snyder et al., 1997)	Modified	The six sentences below describe how children think about themselves and how they do things in general...For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. I think I am doing pretty well.	<ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	How often are the following statements true for you? I think I am doing pretty well.	<p>Select <i>one answer for each row</i></p> <ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	The introduction text was modified to reduce unnecessary wording.
E02b.	Children's Hope Scale (Snyder et al., 1997)	Modified	The six sentences below describe how children think about themselves and how they do things in general...For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. I can think of many ways to get the things in life that are most important to me.	<ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	How often are the following statements true for you? I can think of many ways to get the things in life that are most important to me.	<p>Select <i>one answer for each row</i></p> <ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	The introduction text was modified to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E02c.	Children's Hope Scale (Snyder et al., 1997)	Modified	The six sentences below describe how children think about themselves and how they do things in general...For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. I am doing just as well as other kids my age.	<ol style="list-style-type: none"> None of the time A little of the time Some of the time A lot of the time Most of the time All of the time 	How often are the following statements true for you? I am doing just as well as other people my age.	<p>Select <i>one answer for each row</i></p> <ol style="list-style-type: none"> None of the time A little of the time Some of the time A lot of the time Most of the time All of the time 	The introduction text was modified to reduce unnecessary wording.
E02d.	Children's Hope Scale (Snyder et al., 1997)	Modified	The six sentences below describe how children think about themselves and how they do things in general...For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. When I have a problem, I can come up with lots of ways to solve it.	<ol style="list-style-type: none"> None of the time A little of the time Some of the time A lot of the time Most of the time All of the time 	How often are the following statements true for you? When I have a problem, I can come up with lots of ways to solve it.	<p>Select <i>one answer for each row</i></p> <ol style="list-style-type: none"> None of the time A little of the time Some of the time A lot of the time Most of the time All of the time 	The introduction text was modified to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E02e.	Children's Hope Scale (Snyder et al., 1997)	Modified	The six sentences below describe how children think about themselves and how they do things in general...For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. I think the things I have done in the past will help me in the future	<ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	How often are the following statements true for you? I think the things I have done in the past will help me in the future.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	The introduction text was modified to reduce unnecessary wording.
E02f.	Children's Hope Scale (Snyder et al., 1997)	Modified	The six sentences below describe how children think about themselves and how they do things in general...For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. Even when others want to quit, I know that I can find ways to solve the problem.	<ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	How often are the following statements true for you? Even when others want me to quit, I know that I can find ways to solve the problem.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. None of the time 2. A little of the time 3. Some of the time 4. A lot of the time 5. Most of the time 6. All of the time 	The introduction text was modified to reduce unnecessary wording.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03a.	MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General)	Modified	How certain are you that you can learn everything taught in math?	0. Not at all sure 1. 2. 3. Somewhat sure 4. 5. 6. Very sure	How true are the following statements for you? I am certain I can learn everything taught in math.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a certainty scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden. Number of response options was reduced to be consistent with other items in the survey and reduce student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03b.	MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General)	Modified	How sure are you that you can do even the most difficult homework problems in math?	0. Not at all sure 1. 2. 3. Somewhat sure 4. 5. 6. Very sure	How true are the following statements for you? I am sure I can do even the most difficult homework problems in math.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a certainty scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden. Number of response options was reduced to be consistent with other items in the survey and reduce student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03c.	MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General)	Modified	How confident are you that you can do all the work in math class, if you don't give up?	0. Not at all sure 1. 2. 3. Somewhat sure 4. 5. 6. Very sure	How true are the following statements for you? I am confident I can do all the work in math class if I don't give up.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a certainty scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden. Number of response options was reduced to be consistent with other items in the survey and reduce student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03d.	MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General)	Modified	How confident are you that you can do even the hardest work in your math class?	0. Not at all sure 1. 2. 3. Somewhat sure 4. 5. 6. Very sure	How true are the following statements for you? I am confident I can do even the hardest work in my math class.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a certainty scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden. Number of response options was reduced to be consistent with other items in the survey and reduce student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E04a.	MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Utility	Modified	Math will be useful for me later in life	0. Not at all useful 1. 2. 3.Somewhat useful 4. 5. 6. Very useful	How true are the following statements for you? Math will be useful for me later in life.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a usefulness scale to a truth scale to make it easier for students to complete and have all items in this series use the same scale but without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden. Number of response options was reduced to be consistent with other items in the survey and reduce student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E04b.	MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Utility	Modified	Math helps me in my daily life outside of school.	0. Not at all useful 1. 2. 3.Somewhat useful 4. 5. 6. Very useful	How true are the following statements for you? Math helps me in my daily life outside of school.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a usefulness scale to a truth scale to make it easier for students to complete and have all items in this series use the same scale but without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden. Number of response options was reduced to be consistent with other items in the survey and reduce student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E04c.	MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Attainment	Modified	Being someone who is good at math is important to me.	0. Not at all important 1. 2. 3. Somewhat important 4. 5. 6. Very important	How true are the following statements for you? Being someone who is good at math is important to me.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a usefulness scale to a truth scale to make it easier for students to complete and have all items in this series use the same scale but without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden.
E04d.	MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Interest	Modified	I enjoy doing math.	0. Not at all true for me 1. 2. 3. Somewhat true for me 4. 5. 6. Very true for me	How true are the following statements for you? I enjoy doing math.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a usefulness scale to a truth scale to make it easier for students to complete and have all items in this series use the same scale but without changing the intent of the question. The introduction text was modified to coincide with the truth scale, to reduce unnecessary wording, and so that all items in the series use the same introduction text, thus reducing student burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E05a.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You have a certain amount of intelligence and you can't really do much to change it.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? You have a certain amount of math ability, and you can't really do much to change it.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Question text was modified from "intelligence" to "math ability" given the goal of the item to focus specifically on students' beliefs about the malleability of their math ability. Response options were modified to make the scale more ordinal.
E05b.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. Your intelligence is something about you that you can't change very much.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? Your math ability is something about you that you can't change very much.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Question text was modified from "intelligence" to "math ability" given the goal of the item to focus specifically on students' beliefs about the malleability of their math ability. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E05c.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. No matter who you are, you can significantly change your intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? No matter who you are, you can significantly change your math ability.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Question text was modified from “intelligence” to “math ability” given the goal of the item to focus specifically on students’ beliefs about the malleability of their math ability. Response options were modified to make the scale more ordinal.
E05d.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You can learn new things, but you can’t really change your basic intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? You can learn new things, but you can’t really change your math ability.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Question text was modified from “basic intelligence” to “math ability” given the goal of the item to focus specifically on students’ beliefs about the malleability of their math ability. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E05e.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You can always substantially change your intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? You can always substantially change your math ability.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Question text was modified from "intelligence" to "math ability" given the goal of the item to focus specifically on students' beliefs about the malleability of their math ability. Response options were modified to make the scale more ordinal.
E05f.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. No matter how much intelligence you have, you can always change it quite a bit.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? No matter how good you are at math, you can always change it quite a bit.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Question text was modified from "No matter how much intelligence you have" to "No matter how good you are at math" given the goal of the item to focus specifically on students' beliefs about the malleability of their math ability. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E06a.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You have a certain amount of intelligence and you can't really do much to change it.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? You have a certain amount of intelligence and you can't really do much to change it	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.
E06b.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. Your intelligence is something about you that you can't change very much.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? Your intelligence is something about you that you can't change very much.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E06c.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. No matter who you are, you can significantly change your intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? No matter who you are, you can significantly change your intelligence.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.
E06d.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You can learn new things, but you can't really change your basic intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? You can learn new things, but you can't really change your basic intelligence.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E06e.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. You can always substantially change your intelligence.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? You can always substantially change your intelligence.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.
E06f.	Theory of Intelligence Scale (Dweck 1999)	Modified	Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. No matter how much intelligence you have, you can always change it quite a bit.	1. Strongly disagree 2. Disagree 3. Mostly disagree 4. Mostly agree 5. Agree 6. Strongly agree	How much do you agree or disagree with the following statements? No matter how much intelligence you have, you can always change it quite a bit.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Introduction text was modified to remove unnecessary language. Response options were modified to make the scale more ordinal.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E07a.	Persistence Scale (Elliot, McGregor, and Gable, 1999)	Modified	When I become confused about something I'm reading for this course, I go back and try to figure it out.	<ol style="list-style-type: none"> 1. Not at all true of me 2. 3. 4. 5. 6. 7. Very true of me 	<p>How true are the following statements for you?</p> <p>When I become confused about something I'm learning at school, I go back and try to figure it out.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added to provide more clarity to students.</p> <p>The question text was modified from "reading for this course" to "learning at school" to use terminology more appropriate for this age group and to apply more broadly than a specific class.</p> <p>Response scale was modified and shortened to reduce student burden. Response scale was also modified to add anchors to all response options to improve accuracy and to be the same truth scale used with other items in the survey.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E07b.	Persistence Scale (Elliot, McGregor, and Gable, 1999)	Modified	Regardless of whether or not I like the material, I work my hardest to learn it.	<ol style="list-style-type: none"> 1. Not at all true of me 2. 3. 4. 5. 6. 7. Very true of me 	<p>How true are the following statements for you?</p> <p>I work my hardest to learn at school, even if I do not like the subject.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added to provide more clarity to students.</p> <p>The question text was modified from “regardless of whether or not I like the material” to “even if I do not like the subject” to use terminology more appropriate for this age group. Response scale was modified and shortened to reduce student burden. Response scale was also modified to add anchors to all response options to improve accuracy and to be the same truth scale used with other items in the survey.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E07c.	Persistence Scale (Elliot, McGregor, and Gable, 1999)	Modified	When something that I am studying gets difficult, I spend extra time and effort trying to understand it.	<ol style="list-style-type: none"> 1. Not at all true of me 2. 3. 4. 5. 6. 7. Very true of me 	<p>How true are the following statements for you?</p> <p>When something I'm studying at school is difficult, I spend extra time and effort until I understand it.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added to provide more clarity to students.</p> <p>The question text was modified to include from "When something that I am studying gets difficult" to "when something I'm studying at school is difficult" to improve item clarity and to have students focus on the school context.</p> <p>Response scale was modified and shortened to reduce student burden. Response scale was also modified to add anchors to all response options to improve accuracy and to be the same truth scale used with other items in the survey.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E07d.	Persistence Scale (Elliot, McGregor, and Gable, 1999)	Modified	I try to learn all of the testable material "inside and out," even if it is boring.	<ol style="list-style-type: none"> 1. Not at all true of me 2. 3. 4. 5. 6. 7. Very true of me 	<p>How true are the following statements for you?</p> <p>Even if it is boring, I try to learn as much as I can about what I am studying.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added to provide more clarity to students.</p> <p>The question text was modified from "I try to learn all of the testable material 'inside and out'" to "I try to learn as much as I can about what I am studying" to use terminology more appropriate for this age group.</p> <p>Response scale was modified and shortened to reduce student burden. Response scale was also modified to add anchors to all response options to improve accuracy and to be the same truth scale used with other items in the survey.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E08a.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. 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 time, or most of the time?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt bothered by things that usually don't bother you?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The question text was modified to remove "would you say..." to reflect that change in mode of how the item is administered and remove unnecessary language .</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E08b.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt that you did not feel like eating, that your appetite was poor?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt like not eating; your appetite was poor?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	The introduction text was modified to reduce unnecessary wording. The question text was modified to remove unnecessary language and improve clarity. The response options were modified to use terminology more appropriate for this age group.
E08c.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt that you could not shake off the blues even with help from your family and friends?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt that you could not shake off the blues even with help from your family or friends?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	The introduction text was modified to reduce unnecessary wording. The response options were modified to use terminology more appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E08d.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt that you had trouble keeping your mind on what you were doing?	1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time	How often in the past week have you... Felt that you had trouble keeping your mind on what you were doing?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introduction text was modified to reduce unnecessary wording. The response options were modified to use terminology more appropriate for this age group.
E08e.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt depressed?	1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time	How often in the past week have you... Felt depressed?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introduction text was modified to reduce unnecessary wording. The response options were modified to use terminology more appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E08f.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt that everything you did was an effort?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	<p>How often in the past week have you...</p> <p>Felt that everything you did was an effort?</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>
E08g.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt fearful?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	<p>How often in the past week have you...</p> <p>Felt fearful?</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E08h.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt that your sleep was restless?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt that your sleep was restless?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>
E08i.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt that you talked less than usual?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt that you talked less than usual?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E08j.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt lonely?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt lonely?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>
E08k.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt sad?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt sad?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E081.	ECLS-K (Parent Interview Round 7 PPQ100)	Modified	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. Felt that you could not get going?	<ol style="list-style-type: none"> 1. Never 2. Some of the time 3. A moderate amount of time 4. Most of the time 	How often in the past week have you... Felt that you could not get going?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>The introduction text was modified to reduce unnecessary wording.</p> <p>The response options were modified to use terminology more appropriate for this age group.</p>
E09a.	Brief Sensation Seeking Scale (Stephenson et al. 2003)	Modified	I would like to explore strange places. Felt that you could not get going?	<ol style="list-style-type: none"> 1. Strongly disagree 2. 3. 4. 5. Strongly agree 	How true are the following statements for you? I like to explore strange places.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added for clarity.</p> <p>Response options were changed from an agreement scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale.</p> <p>The question text was modified to remove "would" to eliminate unnecessary wording</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E09b.	Brief Sensation Seeking Scale (Stephenson et al. 2003)	Modified	I like to do frightening things.	<ol style="list-style-type: none"> 1. Strongly disagree 2. 3. 4. 5. Strongly agree 	<p>How true are the following statements for you?</p> <p>I like to do frightening things.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added for clarity.</p> <p>Response options were changed from an agreement scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale.</p>
E09c.	Brief Sensation Seeking Scale (Stephenson et al. 2003)	Modified	I like new and exciting experiences, even if I have to break the rules.	<ol style="list-style-type: none"> 1. Strongly disagree 2. 3. 4. 5. Strongly agree 	<p>How true are the following statements for you?</p> <p>I like new and exciting experiences, even if I have to break the rules.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added for clarity.</p> <p>Response options were changed from an agreement scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E09d.	Brief Sensation Seeking Scale (Stephenson et al. 2003)	Modified	I prefer friends who are exciting and unpredictable.	<ol style="list-style-type: none"> 1. Strongly disagree 2. 3. 4. 5. Strongly agree 	<p>How true are the following statements for you?</p> <p>I prefer friends who are exciting and unpredictable.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Introduction text was added for clarity.</p> <p>Response options were changed from an agreement scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the truth scale.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E10a.	The MacArthur Scale of Subjective Social Status - Youth Version (Goodman, 2001)	Modified	<p>Think of this ladder as representing where people stand in the United States.</p> <p>At the top of the ladder are the people who are the best off—those who have the most money, the most education, and the most respected jobs. At the bottom are the people who are the worst off—who have the least money, least education, and the least respected jobs or no job. The higher up you are on the ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.</p> <p>Where would you place yourself on this ladder?</p> <p>Please place a large “x” on the rung where you think you stand at this time in your life, relative to other people in the United States.</p>		<p>Imagine that this ladder represents how American society is set up.</p> <p>- At the top of the ladder are the people who are the best off--they have the most money, the most education, and the most respected jobs.</p> <p>- At the bottom are the people who are the worst off--they have the least money, the least education, and the least respected jobs.</p> <p>Now think about your family. Where would your family be on this ladder?</p> <p>Select the place on the ladder that best represents where your family would be.</p>	<p>Select <i>one only</i></p> <p>1 (top of the ladder)</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10 (bottom of the ladder)</p> <p>[*NOTE: WE WILL VISUALLY REPRESENT A LADDER WITH 10 RUNGS, EACH OF WHICH WILL HAVE A CORRESPONDING RADIO BUTTON. THE STUDENT WILL SELECT THE RADIO BUTTON THAT MATCHES WHERE THEY THINK THEIR FAMILY WOULD BE ON THE LADDER.]</p>	<p>Introduction text and question text were modified to remove unnecessary language and to use terminology more appropriate for this age group.</p> <p>Question text was modified from “Where would you place yourself on this ladder?” to “Where would your family be on this ladder?” since factors related to money, education, and occupations are more directly applicable to the families/parents/guardians that take care of the student than for the students themselves.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E10b.	The MacArthur Scale of Subjective Social Status - Youth Version (Goodman, 2001)	Modified	<p>People define community in different ways; please define it in whatever way is most meaningful to you. At the top of the ladder are the people who have the highest standing in their community. At the bottom are the people who have the lowest standing in their community.</p> <p>Where would you place yourself on this ladder?</p> <p>Please place a large "X" on the rung where you think you stand at this time in your life, relative to other people in your community.</p>		<p>Now imagine the ladder represents how your school is set up.</p> <ul style="list-style-type: none"> - At the top of the ladder are the students in your school who have the most respect, receive the highest grades, and are the most popular. - At the bottom are the students who have the least respect, receive the worst grades, and are the least popular. <p>Where would you place yourself on this ladder?</p> <p>Select the place on the ladder that best represents where you would be.</p>	<p>Select one only</p> <p>1 (top of the ladder)</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10 (bottom of the ladder)</p> <p>[*NOTE: WE WILL VISUALLY REPRESENT A LADDER WITH 10 RUNGS, EACH OF WHICH WILL HAVE A CORRESPONDING RADIO BUTTON. THE STUDENT WILL SELECT THE RADIO BUTTON THAT MATCHES WHERE THEY THINK THEIR FAMILY WOULD BE ON THE LADDER.]</p>	<p>Introduction text and question text were modified to remove unnecessary language and to use terminology more appropriate for this age group.</p> <p>Question text was modified from being about students' "community" to being about students' "school" to specify the context of interest to the research study and to improve accuracy since students may vary in how they define community.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E11a.	In-Group Connectedness Scale (Oyserman, Bybee, and Terry, 2006)	Modified	<p>Oyserman, Bybee, and Terry (2006) pg192 noted: Social identity was operationalized with a 4-item in-group connectedness scale. Students filled in their main racial-ethnic group and then responded.</p> <p>For the group "African-American," example items are:</p> <p>--I feel close to African Americans</p>	* 5-point Like response (1- strongly disagree, 5- strongly agree)	<p>How much do you agree or disagree with the following statements?</p> <p>You feel close to others who share your race/ethnicity.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	<p>Question text was modified from specifying a specific racial or ethnic group to "race/ethnicity" to be more general.</p> <p>The response options were modified to a 6-point agreement scale to increase variable of responses.</p>
E11b.	New Item	New Item			<p>How much do you agree or disagree with the following statements?</p> <p>Other people judge you based on your race/ethnicity.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E11c.	MADICS (YouthSA, 9,202)	Modified	How often do you feel... that you get in fights with some kids because of your race?	<ol style="list-style-type: none"> 1. Never 2. A couple times each year 3. A couple times each month 4. Once or twice each week 5. Every day 	<p>How much do you agree or disagree with the following statements?</p> <p>You get in fights with other people because of your race/ethnicity.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	<p>Response options were changed from a frequency scale to an agreement scale to make it easier for students to complete without changing the intent of the question and to be consistent with other items used in the item series. The introduction text was modified to coincide with the agreement scale.</p> <p>Question text was modified from "some kids" to "other people" to use terminology more appropriate for this age group. Question text was modified from "race" to "race/ethnicity" to be more general to how students self-identify.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E11d.	MADICS (YouthSA, 9,2b)	Modified	How often do you feel... that kids do not want to hang out with you because of your race?	<ol style="list-style-type: none"> 1. Never 2. A couple times each year 3. A couple times each month 4. Once or twice each week 5. Every day 	<p>How much do you agree or disagree with the following statements?</p> <p>People do not want to hang out with you because of your race/ethnicity.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	<p>Response options were changed from a frequency scale to an agreement scale to make it easier for students to complete without changing the intent of the question and to be consistent with other items used in the item series. The introduction text was modified to coincide with the agreement scale.</p> <p>Question text was modified from "kids" to "people" to use terminology more appropriate for this age group. Question text was modified from "race" to "race/ethnicity" to be more general to how students self-identify.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E12.	ECLS-K (Teacher, Grade 5; 28)	Modified	What is your gender?	1. Male 2. Female	How would you describe your gender?	Select all that apply 1. Male 2. Female 3. Transgender 4. Other Specify _____	Modified wording in the question text from "what is your gender" to "how would you describe your gender" to use terminology more appropriate for this age group. Modified question text so that students can select more than one category. Response options were modified to be more inclusive so that students can select "transgender" or specify their gender if they select the "Other: (specify)" response option.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01a.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	<p>In response to good grades...</p> <p>They offer me a reward, such as money or a present</p>	<p>1. Very untrue for my parents</p> <p>2.</p> <p>3.</p> <p>4. Very true for my parents</p>	<p>How often do your parents/guardians do the following things when you receive good grades in school?</p> <p>When I get good grades my parents/guardians...</p> <p>Give me a reward, like a present or gift.</p>	<p>Select one for each row</p> <p>1. Never</p> <p>2. Rarely</p> <p>3. Sometimes</p> <p>4. Often</p> <p>5. Very often</p>	<p>Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale.</p> <p>Question text was modified from "offer" to "give" use terminology more appropriate for this age group. Question text was modified from "money or a present" to "present or gift" to focus question on just non-monetary gifts and to avoid confusion with other items in the series.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01b.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to good grades... They give me more allowance.	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Give me money or increase my allowance.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Question text was modified from "more allowance" to "money or increase my allowance" to further clarify that the question is about monetary gifts.
						Select one for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
			1. Very untrue for my parents		1. Never	Select one for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
			2		2. Rarely	<i>Select one for each row</i> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
			3		3. Sometimes	<i>Select one for each row</i> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
			4. Very true for my parents		4. Often	<i>Select one for each row</i> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
					5. Very often	<i>Select one for each row</i> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01c.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to good grades... Take me to some place special, like out to dinner or to a movie.	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Take me to some place special, like out to dinner, a movie, or an amusement park.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Question text was modified to include "an amusement park" to be more inclusive of outings appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01d.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	<p>In response to good grades...</p> <p>Giving more freedom to make decisions</p>	<p>1. Very untrue for my parents</p> <p>2.</p> <p>3.</p> <p>4. Very true for my parents</p>	<p>How often do your parents/guardians do the following things when you receive good grades in school?</p> <p>When I get good grades my parents/guardians...</p> <p>Give me more opportunities to make decisions for myself.</p>	<p>Select one answer for each row</p> <p>1. Never</p> <p>2. Rarely</p> <p>3. Sometimes</p> <p>4. Often</p> <p>5. Very often</p>	<p>Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale.</p> <p>Question text was modified from "freedom" to "opportunities" to use terminology more appropriate for this age group. Question text was modified to include "for myself" to reflect aspects of personal autonomy that impact the students rather than just more decisions in general.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01e.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to good grades... They know I can do well, so they encourage me to try harder	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Encourage me to try harder.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Question text was modified to remove "they know I can do well, so they" to reduce unnecessary wording.
F01f.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to good grades... Fewer restrictions	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Are less strict with me.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Question text was modified from "fewer restrictions" to "are less strict with me" to use terminology more appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01g.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to good grades... They tell me what a good student I am	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Tell me I am a good student.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Question text was modified to reduce unnecessary wording
F01h.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to good grades... They tell me they are proud of me	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Tell me they are proud of me.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Question text was modified to reduce unnecessary wording

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01i.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to good grades... Saying that other grades should be as good and that they should do even better	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Say I should have done even better.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Question text was modified to remove "saying that other grades should be as good" to eliminate unnecessary assumptions about students' other grades.
F01j.	New Item	New Item			How often do your parents/guardians do the following things when you receive good grades in school? When I get good grades my parents/guardians... Do something else when I get good grades	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02a.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... Reducing the allowance	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Reduce my allowance.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group. Question text was modified in accordance to the new introduction text.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02b.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	<p>In response to poor grades...</p> <p>Giving them less freedom to make decisions</p>	<p>1. Very untrue for my parents</p> <p>2.</p> <p>3.</p> <p>4. Very true for my parents</p>	<p>How often do your parents/guardians do the following things when you receive bad grades in school?</p> <p>When I get bad grades my parents/guardians...</p> <p>Give me fewer opportunities to make decisions for myself.</p>	<p>Select one answer for each row</p> <p>1. Never</p> <p>2. Rarely</p> <p>3. Sometimes</p> <p>4. Often</p> <p>5. Very often</p>	<p>Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale.</p> <p>Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group.</p> <p>Question text was modified in accordance to the new introduction text. Question text was modified from "less freedom" to "fewer opportunities" to use terminology more appropriate for this age group. Question text was modified to include "for myself" to reflect aspects of personal autonomy that impact the students rather than just more decisions in general.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02c.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... Increasing restrictions	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Are more strict with me.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group. Question text was modified from "increasing instructions" to "are more strict with me" to use terminology more appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02d.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... Grounding them.	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Punish or ground me.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group. Question text was modified in accordance to the new introduction text. Question text was modified to include "punish" to further clarify the type of parenting behavior of interest.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02e.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... Encouragement to try harder	<ol style="list-style-type: none"> 1. Very untrue for my parents 2. 3. 4. Very true for my parents 	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Encourage me to try harder.	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale.</p> <p>Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group.</p> <p>Question text was modified in accordance to the new introduction text</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02f.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... They offer them a reward, such as money or a present, if they do better next time	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Offer me a reward, such as money or a present, if I do better next time.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group. Question text was modified in accordance to the new introduction text

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02g.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... Making them miserable.	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Make me feel bad.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group. Question text was modified in accordance to the new introduction text. Question was modified from "miserable" to "feel bad" to use terminology more appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02h.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... Offers to help	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Offer to help me with my school work.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group. Question text was modified to include "with school work" to specify the type of help of interest.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02i.	Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993)	Modified	In response to poor grades... Offers to find them a tutor	1. Very untrue for my parents 2. 3. 4. Very true for my parents	How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Offer to find me a tutor.	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Response options were changed from a 4-point truth scale to a 5-point frequency scale to make it easier for students to complete without changing the intent of the question and increase variability in responses. The introduction text was modified to coincide with the frequency scale. Introduction text was modified from "poor grades" to "bad grades" to use terminology more appropriate for this age group. Question text was modified in accordance to the new introduction text.
F02j.	New item	New item			How often do your parents/guardians do the following things when you receive bad grades in school? When I get bad grades my parents/guardians... Do something else when I get bad grades	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F03a.	PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997)	Modified	<p>How much do you agree or disagree with this sentence?</p> <p>My mother tells me that her ideas are correct and that I shouldn't question them.</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. I'm in between 4. Agree 5. Strongly agree 	<p>How often do your parents/guardians...</p> <p>Tell you that they are right and that you should not question them?</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale.</p> <p>The introduction and question text were modified to be about "parents/guardians" rather than a specific parent.</p> <p>Question text was modified from "tells me that her ideas are correct" to "they are right" to use terminology more appropriate for this age group.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F03b.	PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997)	Modified	How much do you agree or disagree with this sentence? My mother respects my privacy.	1. Strongly disagree 2. Disagree 3. I'm in between 4. Agree 5. Strongly agree	How often do your parents/guardians... Respect your privacy?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction and question text were modified to be about "parents/guardians" rather than a specific parent.
F03c.	PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997)	Modified	How much do you agree or disagree with this sentence? My mother gives me a lot of freedom.	1. Strongly disagree 2. Disagree 3. I'm in between 4. Agree 5. Strongly agree	How often do your parents/guardians... Give you a lot of freedom?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction and question text were modified to be about "parents/guardians" rather than a specific parent.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F03d.	PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997)	Modified	How much do you agree or disagree with this sentence? My mother makes most of the decisions about what I can do.	1. Strongly disagree 2. Disagree 3. I'm in between 4. Agree 5. Strongly agree	How often do your parents/guardians... Make most of the decisions about what you can do?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction and question text were modified to be about "parents/guardians" rather than a specific parent.
F03e.	PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997)	Modified	How much do you agree or disagree with this sentence? My mother believes I have a right to my own point of view.	1. Strongly disagree 2. Disagree 3. I'm in between 4. Agree 5. Strongly agree	How often do your parents/guardians... Believe you have a right to your own point of view?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Response options were changed from an agreement scale to a frequency scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction and question text were modified to be about "parents/guardians" rather than a specific parent.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F04a.	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000)	Modified	Do your parents: Know what you do during your free time? *response scale not specified.		How often do your parents/guardians... Know what you do during your free time?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	A frequency scale was selected to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified from "parents" to "parents/guardians" to be more inclusive of the type of caregivers that students have.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F04b.	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000)	Modified	Do your parents: Usually know what type of homework you have? *response scale not specified.		How often do your parents/guardians... Know how much homework you have?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	A frequency scale was selected to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified from "parents" to "parents/guardians" to be more inclusive of the type of caregivers that students have. Question text was modified to remove "usually" as this would be captured in the frequency scale. Question text was modified to be about the amount of homework as this is an area of interest to the study.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F04c.	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000)	Modified	Do your parents: Know what you spend your money on? *response scale not specified.		How often do your parents/guardians... Know what you spend your money on?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	A frequency scale was selected to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified from "parents" to "parents/guardians" to be more inclusive of the type of caregivers that students have.
F04d.	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000)	Modified	Do your parents: Usually know when you have an exam or paper due at school? *response scale not specified.		How often do your parents/guardians... Know when you have an exam or paper due at school?	Select one answer for each row 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	A frequency scale was selected to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale. The introduction text was modified from "parents" to "parents/guardians" to be more inclusive of the type of caregivers that students have. Question text was modified to remove "usually" as this would be captured in the frequency scale.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F04e.	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000)	Modified	<p>Do your parents:</p> <p>Know how you do in different subjects at school?</p> <p>*response scale not specified.</p>		<p>How often do your parents/guardians... Know what your school grades are?</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>A frequency scale was selected to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale.</p> <p>The introduction text was modified from "parents" to "parents/guardians" to be more inclusive of the type of caregivers that students have.</p> <p>Question text was modified to "Know what your school grades are" to utilize terminology more appropriate for this age group.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F05a.	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000)	Modified	Do you spontaneously tell your parents about your friends (which friends you hang out with and how they think and feel about various things)?	<ol style="list-style-type: none"> 1. no, not at all/ never 2. 3. 4. 5. yes, fully/almost always 	How often do you... Tell your parents/guardians about your friends without them asking (for example, which friends you hang out with and how your friends feel about various things)?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Introduction text was added to this item series to reduce wording in the question text.</p> <p>The question text was modified from “parents” to “parents/guardians” to be more inclusive of the type of caregivers that students have.</p> <p>The question text was modified from “spontaneously” to “without them asking” to use terminology more appropriate for this age group. The example in the question text was modified to reduce unnecessary wording</p> <p>The response options were modified to use a frequency scale similar to what is used with other items in the questionnaire</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F05b	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000)	Modified	How often do you usually want to tell your parents about school (how each subject is going; your relationships with teachers)?	<ol style="list-style-type: none"> 1. Never/hot at all 2. 3. 4. 5. Always/Very much 	How often do you... Tell your parents/guardians about school without them asking (for example, how each subject is going or your relationships with teachers)?	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Introduction text was added to this item series to reduce wording in the question text.</p> <p>The question text was modified from “parents” to “parents/guardians” to be more inclusive of the type of caregivers that students have.</p> <p>The question text was modified from “usually want to” to “without them asking” to use terminology more appropriate for this age group.</p> <p>The response options were modified to use a frequency scale similar to what is used with other items in the questionnaire.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F05c.	Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Stattin, 2000)	Modified	Do you keep a lot of secrets from your parents about what you do during your free time?	<ol style="list-style-type: none"> 1. Never/hot at all 2. 3. 4. 5. Always/Very much 	<p>How often do you...</p> <p>Keep a lot of secrets from your parents/guardians about what you do during your free time?</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 	<p>Introduction text was added to this item series to reduce wording in the question text.</p> <p>The question text was modified from “parents” to “parents/guardians” to be more inclusive of the type of caregivers that students have.</p> <p>The response options were modified to use a frequency scale similar to what is used with other items in the questionnaire.</p>
F06a.	MADICS (YouthFFI, 7,2b)	Modified	<p>Please tell me how much you agree or disagree with the following statements.</p> <p>There are a lot of adults in this neighborhood that you would like to be like when you grow up.</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 	<p>How true are the following statements for you?</p> <p>There are a lot of adults in my neighborhood who I want to be like when I grow up.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true 	<p>Response options were changed from an agreement scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the truth scale.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F06b.	MADICS (YouthFFI, 7,2e)	Modified	Please tell me how much you agree or disagree with the following statements. You want to get away from this neighborhood as soon as you can.	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree	How true are the following statements for you? I want to get away from my neighborhood as soon as I can.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from an agreement scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the truth scale.
F06c.	MADICS (YouthFFI, 7,2f)	Modified	Please tell me how much you agree or disagree with the following statements. You can count on people in your neighborhood to help you if you need it.	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree	How true are the following statements for you? I can count on people in my neighborhood to help me if I need it.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from an agreement scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the truth scale.
F06d.	NLSY:79 (1994, Child Self-Administered Supplement; C13653.00)	Modified	How safe child feels walking and playing in the neighborhood.	1. Very safe 2. Reasonably safe 3. Somewhat safe 4. Very unsafe	How true are the following statements for you? I feel very safe walking and playing in my neighborhood.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a safe scale to a truth scale to make it easier for students to complete without changing the intent of the question. The introduction text was modified to coincide with the frequency scale.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G01a.	ELS:2002 (Student, Baseline; 54a)	Modified	<p>How important is each of the following to you in your life?</p> <p>a. Being successful in my line of work</p>	<ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 	<p>How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to...</p> <p>Be successful in the job I have.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	<p>Response options were changed from an importance scale to an agreement scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the agreement scale.</p> <p>Introduction text was modified to include, "when I become an adult" to further orient students to think about their future.</p> <p>Question text was modified from "my line of work" to "the job I have" to use terminology more appropriate for this age group.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G01b.	ELS:2002 (Student, Baseline; 54b)	Modified	<p>a. How important is each of the following to you in your life?</p> <p>b. Finding the right person to marry and having a happy family life</p>	<ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 	<p>How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to...</p> <p>Find the right person to be with and have a happy life together.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	<p>Response options were changed from an importance scale to an agreement scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the agreement scale.</p> <p>Introduction text was modified to include, "when I become an adult" to further orient students to think about their future.</p> <p>Question text was modified to be more inclusive of the different types of relationships students may want in the future.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G01c.	ELS:2002 (Student, Baseline; 54c)	Modified	How important is each of the following to you in your life? c. Having lots of money	1. Not important 2. Somewhat important 3. Very important	How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to... Have lots of money.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Response options were changed from an importance scale to an agreement scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the agreement scale. Introduction text was modified to include, "when I become an adult" to further orient students to think about their future.
G01d.	ELS:2002 (Student, Baseline; 54d)	Modified	How important is each of the following to you in your life? d. Having strong friendships	1. Not important 2. Somewhat important 3. Very important	How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to... Have strong friendships.	Select one answer for each row 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree	Response options were changed from an importance scale to an agreement scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the agreement scale. Introduction text was modified to include, "when I become an adult" to further orient students to think about their future.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G01e.	ELS:2002 (Student, Baseline; 54f)	Modified	<p>How important is each of the following to you in your life?</p> <p>f. Helping other people in my community</p>	<ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 	<p>How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to...</p> <p>Help other people in my community.</p>	<p>Select one answer for each row</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree 	<p>Response options were changed from an importance scale to an agreement scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the agreement scale.</p> <p>Introduction text was modified to include, "when I become an adult" to further orient students to think about their future.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G01.f.	ELS:2002 (Student, Baseline; 54o)	Modified	<p>How important is each of the following to you in your life?</p> <p>o. Getting a good education</p>	<p>1. Not important 2. Somewhat important 3. Very important</p>	<p>How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to...</p> <p>Have a good education.</p>	<p>Select one answer for each row</p> <p>1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree</p>	<p>Response options were changed from an importance scale to an agreement scale to make it easier for students to complete without changing the intent of the question. The introduction text and question text were modified to coincide with the agreement scale.</p> <p>Introduction text was modified to include, "when I become an adult" to further orient students to think about their future.</p> <p>Question text was modified from "getting a" to "have" to clarify that students should focus on how they see themselves in the future (rather than saying in the future they will want to get a good education).</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G02.	HSL:09 (Student, Baseline; Sect. G)	Modified	As things stand now, how far in school do you think you will get?	<p>1=Less than high school diploma or GED</p> <p>2=High school diploma or GED</p> <p>3=Start but not complete an Associate's degree</p> <p>4=Complete an Associate's degree</p> <p>5=Start but not complete a Bachelor's degree</p> <p>6=Complete a Bachelor's degree</p> <p>7=Start but not complete a Master's degree</p> <p>8= Complete a Master's degree</p> <p>9=Start but not complete a Ph.D., M.D., law degree, or other high level professional degree</p> <p>10=Complete a Ph.D., M.D., law degree, or other high level professional degree</p> <p>11=Don't know</p>	As things stand now, how far in school do you think you will go?	<p>Select one only</p> <p>1. Won't finish high school.</p> <p>2. Will graduate from high school, but won't go any further.</p> <p>3. Will go to a technical or trade school after high school.</p> <p>4. Will attend college.</p> <p>5. Will graduate from college.</p> <p>6. Will attend a higher level of school after graduating from college.</p> <p>7. Don't know.</p>	Response options were modified or collapsed for clarity and to use terminology more appropriate for this age group.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G03a.	HSL:09 (Student, Baseline; Sect. F)	Modified	How sure are you that you will graduate from high school?	1=Very sure you'll graduate 2=You'll probably graduate 3=You probably won't graduate 4=Very sure you won't graduate	How true are the following statements for you? I will graduate from high school.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a 4-point certainty scale to a 5-point truth scale to make it easier for students to complete without changing the intent of the question and increase variation in responses. The introduction text and question text were modified to coincide with the truth scale.
G03b.	HSL:09 (Student, Baseline; Sect. G)	Modified	How sure are you that you will go on to college to pursue a Bachelor's degree after you leave high school?	1=Very sure you'll go 2=You'll probably go 3=You probably won't go 4=Very sure you won't go	How true are the following statements for you? I will go to college.	Select one answer for each row 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Response options were changed from a 4-point certainty scale to a 5-point truth scale to make it easier for students to complete without changing the intent of the question and increase variation in responses. The introduction text and question text were modified to coincide with the truth scale. In the question text, "to pursue a Bachelor's degree after you leave high school" was removed to increase clarity and reduce burden.

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G04.	HSL:09 (Student, Baseline; Sect. E)	Modified	Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?	<ol style="list-style-type: none"> 1. Your mother or female guardian 2. Your father or male guardian 3. Your friends 4. A favorite teacher 5. A school counselor 6. None of these people 	Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. My mother or female guardian 2. My father or male guardian 3. My friends 4. A teacher 5. A school counselor 6. I have talked to someone else <p>Specify: _____</p> <ol style="list-style-type: none"> 7. I have not talked to anyone about this 	<p>The time referent was changed from “..the last school year” to “... this school year” to have a more recent time period and to focus on courses for next year to reduce burden and increase accuracy of recall. Introduction text was modified to improve the clarity of language.</p> <p>Response options were modified to improve the clarity of language and a response option was added to more accurately reflect who the student may speak to about this topic.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G05.	HSL:09 (Student, Baseline; Sect. E)	Modified	Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?	<ol style="list-style-type: none"> 1. Your mother or female guardian 2. Your father or male guardian 3. Your friends 4. A favorite teacher 5. A school counselor 6. None of these people 	Since the beginning of this school year, have you talked with any of the following people about going to college?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. My mother or female guardian 2. My father or male guardian 3. My friends 4. A teacher 5. A school counselor 6. I have talked to someone else <p>Specify: _____</p> <ol style="list-style-type: none"> 7. I have not talked to anyone about this 	<p>The time referent was changed from “..the last school year” to “... this school year” to have a more recent time period and to focus on courses for next year to reduce burden and increase accuracy of recall. Introduction text was modified to improve the clarity of language.</p> <p>Response options were modified to improve the clarity of language and a response option was added to more accurately reflect who the student may speak to about this topic.</p>

MGLS:2017 Student Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G06.	HSL:09 (Student, Baseline; Sect. E)	Modified	Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?	<ol style="list-style-type: none"> 1. Your mother or female guardian 2. Your father or male guardian 3. Your friends 4. A favorite teacher 5. A school counselor 6. None of these people 	Since the beginning of this school year, have you talked with any of the following people about possible jobs or careers when you are an adult?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. My mother or female guardian 2. My father or male guardian 3. My friends 4. A teacher 5. A school counselor 6. I have talked to someone else <p>Specify: _____</p> <ol style="list-style-type: none"> 7. I have not talked to anyone about this 	<p>The time referent was changed from “..the last school year” to “... this school year” to have a more recent time period and to focus on courses for next year to reduce burden and increase accuracy of recall. Introduction text was modified to improve the clarity of language.</p> <p>Response options were modified to improve the clarity of language and a response option was added to more accurately reflect who the student may speak to about this topic.</p>

C.4.2 Parent Survey Items

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A02.	New item	New item			Are you {RFNAME TAKEN FROM CONSENT FORM}?	1. Yes 2. No	
A03.	New item	New item			Are you the parent, guardian, or person in this household who knows the most about {CFNAME}'s development, schooling, and home life?	1. Yes 2. No	
A04a.	New item	New item			Is the spelling of your full name correct? "Make corrections to name below or press enter to accept first/middle/last name." "Current Info: [RFNAME] [RMNAME] [RLNAME]"	1 First name: [] 2 Middle name: [] 3 Last name: []	
A04b.	New item	New item			Please enter your full name.	1 First name: [] 2 Middle name: [] 3 Last name: []	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A05a.	ECLS-K:2011 (Parent, K; INQ004)	Modified	May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?		Is the parent, guardian, or person in this household who knows the most about {CFNAME}'s development, schooling, and home life available to complete this questionnaire?	1. Yes 2. No	The text was revised for the mixed-mode approach that will be taken with this questionnaire.
A05b.	New Item	New Item			Great! Please select Next to be taken back to the introductory page of this questionnaire and ask him or her to begin from there. Thank you very much!	1. Next 2. Save and Come Back Later	
A06.	New Item	New Item			The MGLS:2017 team would like to contact the parent, guardian, or person in the household who knows the most about {CFNAME}'s development, schooling, and home life. Please enter the contact information for this person now and a team member will be in touch soon.	1. First Name: [] 2. Last Name: [] 3. Phone: [] 4. Email: []	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A07.	ECLS-K:2011 (Parent, K; INQ060a)	Unchanged			Is this spelling of {CFNAME}'s full name correct? Make corrections to name below or press Next to accept first/middle/last name. Current Info: [CFNAME] [CMNAME] [CLNAME]	1. First name: [] 2. Middle name: [] 3. Last name: []	
A08.	ECLS-K:2011 (Parent, K; INQ060a)	Unchanged			What is {CFNAME}'s sex?	1. Male 2. Female	
A09.	FACES (2003, Parent Interview; SC11)	Modified	What is [CHILD]'s birth date?	____/____/20____ MONTH DAY YEAR	What is {CFNAME}'s date of birth?	1. Month: ____ (January to December) 2. Day: ____ (1 to 31) 3. Year: ____ (2000 to 2009)	Response options modified from an open-ended format to a format where parents can select the child's birth date month, day, and year, using drop down menus.
A10.	ECLS-K:2011 (Parent, K; INQ100)	Modified	I have recorded that {CHILD}'s home address is: {STREET ADDRESS1} {STREET ADDRESS2} {CITY} {ST} {ZIP CODE} Is this correct?	{STREET ADDRESS1} {STREET ADDRESS2} {CITY} {ST} {ZIP CODE}	Is the following home address for {CFNAME} correct? Make corrections to address below or press Next to accept it.	1. Street address1: [] 2. Street address2: [] 3. City: [] 4. State: [] 5. Zip code: []	The text was revised for the mixed-mode approach that will be taken with this questionnaire.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01.	New Item	New Item			In addition to you and {CFNAME}, who else lives in your household? To add another name, click the "Add household member" button. When you are done, click the "Done" button.	1. First name: _____ [ENTER TEXT] 2. Last name: _____ [ENTER TEXT]	
B02a.	ECLS-K:2011 (Parent, K; FSQ.020)	Modified	{How old {are you/}s {NAME}}?}	{ENTER ZERO IF PERSON'S AGE IS LESS THAN ONE YEAR.}	Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. a. What is this person's age?	Age [SELECT FROM DROP DOWN: 0-99 or older]	This question was revised to accommodate a mixed-mode approach (web self-administered and interview) to be captured in a table across all household members. Text has been revised to highlight other questions that will be filled in within the table from the same Source (name, age, sex, ethnicity, race, and relationship to child).
B02b.	ECLS-K:2011 (Parent, K; FSQ.020)	Modified	{CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/}s {NAME}} male or female?}	PROBE: Anyone else (living in this household)?	Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. b. What is this person's sex?	1. Male 2. Female	This question was revised to accommodate a mixed-mode approach (web self-administered and interview) to be captured in a table across all household members. Text has been revised to highlight other questions that will be filled in within the table from the same Source (name, age, sex, ethnicity, race, and relationship to child).

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02c.	ECLS-K:2011 (Parent, K; FSQ.190)	Modified	{Are you/is {NAME}} Hispanic or Latino?}	1 YES 2 NO	Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. c. Is this person Hispanic or Latino/Latina?	1. Yes, this person is Hispanic or Latino/Latina 2. No, this person is not Hispanic or Latino/Latina	This question was revised to accommodate a mixed-mode approach (web self-administered and interview) to be captured in a table across all household members. Text has been revised to highlight other questions that will be filled in within the table from the same Source (name, age, sex, ethnicity, race, and relationship to child). Also, Latina was added to be more inclusive of males and females.
B02d.	ECLS-K:2011 (Parent, K; FSQ.195)	Modified	{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.	1 AMERICAN INDIAN OR ALASKA NATIVE 2 ASIAN 3 BLACK OR AFRICAN AMERICAN 4 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER 5 WHITE	Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. d. Which of the following choices describes this person's race? You may choose more than one.	1. White 2. Black or African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native	This question was revised to accommodate a mixed-mode approach (web self-administered and interview) to be captured in a table across all household members. Text has been revised to highlight other questions that will be filled in within the table from the same Source (name, age, sex, ethnicity, race, and relationship to child).

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02e.	HSL:09 (Student, Baseline; Sect. A)	Modified	Which of the following are you?	<ol style="list-style-type: none"> 1. Mexican, Mexican-American, Chicano 2. Cuban 3. Dominican 4. Puerto Rican 5. Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran 6. South American such as Colombian, Argentine, or Peruvian 7. Other Hispanic or Latino or Latina 	<p>Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.</p> <p>e. Which of the following best describes this person?</p>	<ol style="list-style-type: none"> 1. Mexican, Mexican-American, or Chicano 2. Cuban 3. Dominican 4. Puerto Rican 5. Central American 6. South American 7. Other (please specify) 8. Asian Indian 9. Chinese 10. Filipino 11. Japanese 12. Korean 13. Vietnamese 14. Other (please specify) 	<p>This question was revised to accommodate a mixed-mode approach (web self-administered and interview) to be captured in a table across all household members. Text has been revised to highlight other questions that will be filled in within the table from the same Source (name, age, sex, ethnicity, race, and relationship to child).</p>
B02f.	ECLS-K:2011 (Parent, K; FSQ.130)	Modified	What {is your/is {NAME}'s} relationship to {CHILD}?	<ol style="list-style-type: none"> 1. Mother/Female guardian 2. Father/Male guardian 3. Sister 4. Brother 5. Girlfriend or partner of {CHILD}'s Parent/Guardian 6. Boyfriend or partner of {CHILD}'s Parent/Guardian 7. Grandmother 8. Grandfather 9. Aunt 10. Uncle 11. Cousin 12. Other relative 13. Other non-relative 	<p>Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.</p> <p>f. What is this person's relationship to [CFNAME]?</p>	<ol style="list-style-type: none"> 1. Mother/Female guardian 2. Father/Male guardian 3. Sister 4. Brother 5. Girlfriend or partner of [CFNAME]'s parent/guardian 6. Boyfriend or partner of [CFNAME]'s parent/guardian 7. Grandmother 8. Grandfather 9. Aunt 10. Uncle 11. Cousin 12. Other relative or non-relative 	<p>This question was revised to accommodate a mixed-mode approach (web self-administered and interview) to be captured in a table across all household members. Text has been revised to highlight other questions that will be filled in within the table from the same Source (name, gender, sex, ethnicity, race, and relationship to child).</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02g.	ECLS-K:2011 (Parent, K; FSQ.140) ECLS-K:2011 (Parent, K; FSQ.150) ECLS-K:2011 (Parent, K; FSQ.160) ECLS-K:2011 (Parent, K; FSQ.170) ECLS-K:2011 (Parent, K; FSQ.180)	Modified	{Are you/is {NAME}} {CHILD}'s ...	<ol style="list-style-type: none"> 1. Birth mother 2. Adoptive mother 3. Step mother 4. Foster mother or female guardian 5. Other female parent or guardian 	<p>Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.</p> <p>g. Which of the following best describes this relationship with [CFNAME]?</p>	<ol style="list-style-type: none"> 1. Birth mother 2. Adoptive mother 3. Step mother 4. Foster mother or female guardian 5. Other female parent or guardian (please specify) 1. Birth father 2. Adoptive father 3. Step father 4. Foster father or male guardian 5. Other male parent or guardian (please specify) 1. Full sister 2. Half sister 3. Step sister 4. Adoptive sister 5. Foster sister 1. Full brother 2. Half brother 3. Step brother 4. Adoptive brother 5. Foster brother 1. Girlfriend or partner of [CFNAME]'s parent/guardian 2. Boyfriend or partner of [CFNAME]'s 	<p>Rather than loop through individual questions by relationship type, the specific type of relationship will be populated based on response to B02F and trigger the appropriate response options. For relationship types that do not require further specification, this item will be deactivated for that household member.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02h.	ECLS-K:2011 (Parent, K; FSQ.200)	{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?	{How old {are you/}is {NAME}}{?}	1. Yes 2. No Refused Dont Know	Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. h. What is this person's marital status?	1. Married 2. Separated 3. Divorced 4. Widowed 5. Domestic partnership or Civil union 6. Cohabiting or living together 7. Dating but not living together 8. Single, never married	Question revised to ask marital status of all household members over age of 18 in order to capture the presence of multi-family households. Response options added to capture broader range of marital status categories (e.g., cohabitation).

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02i.	HSL:09 (Parent, First Follow up 09, Section D, Q 1)	Modified	What is the highest level of education [you/parent 1] [have/has] completed?	<p>0=No, [you/parent 1] [have/has] not completed any other degree</p> <p>1=Less than high school completion</p> <p>2=Completed a high school diploma, GED, or alternative high school credential</p> <p>3=Completed a certificate or diploma from a school that provides occupational training</p> <p>4=Completed an Associate's degree</p> <p>5=Completed a Bachelor's degree</p> <p>6=Completed a Master's degree</p> <p>7=Completed a Ph.D., M.D., law degree, or other high level professional degree</p>	<p>Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.</p> <p>i. What is the highest level of education this person has completed?</p>	<p>1. 8th grade or lower</p> <p>2. 9th to 11th grade</p> <p>3. 12th grade but no diploma</p> <p>4. High school diploma or equivalent</p> <p>5. Vocational/technical program after high school but no vocational/technical diploma</p> <p>6. Vocational/technical diploma after high school</p> <p>7. Some college but no degree</p> <p>8. Associate's degree</p> <p>9. Bachelor's degree</p> <p>10. Graduate or professional school but no degree</p> <p>11. Master's degree (MA, MS)</p> <p>12. Doctorate degree (Ph.D, Ed.D)</p> <p>13. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)</p> <p>14. Do not know</p>	<p>Question revised to ask educational attainment of all household members over age 18 in order to capture better understanding of all available role models for child in shaping their own future educational decisions.</p> <p>Response option categories expanded per other more recent studies (i.e., ECLS-K:2011).</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02j.	ECLS-K:2011 (Parent, K; EMQ,020)	Unchanged			<p>Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.</p> <p>j. During the past week did this person work at a job for pay?</p>	<p>1. Yes 2. No</p>	
B02k.	HSL:09 (Parent, Baseline, Sect. B, 19)	Modified	In which country was {CHILD} born?	DROP DOWN [a list will be available that can be searched by typing in the country name and having matching responses narrowed down until the correct country is identified. The United States of America will be item 1 in this list. One of the response options should be Country not in list, at which point, the individual will be given a text field where they can write in their response.]	<p>Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.</p> <p>k. In which country was this person born?</p>	<p>LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTED LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD</p>	<p>Question revised to be asked about all household members in order to better understand types of household arrangements children experience during these years of schooling.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02l.	HSL:09 (Parent, Baseline, Sect. B, 20)	Modified	In what year did {he/she} come to the United States to stay permanently?	DROP DOWN [Include a list of years beginning with child's birth year leading up to the current year]	Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. I. In what year did this person move to the United States permanently?	RESPONSE OPTIONS WILL BE POPULATED WITH THE FIRST RESPONSE OPTION EQUALLING THE YEAR ASSOCIATED WITH THE VALUE REPORTED IN ROW A AND ALL YEARS BETWEEN THEN AND THE CURRENT YEAR WILL BE OPTIONS	Question revised to ask about all household members who were born outside of the US.
B02m.	New item	New item			Who is a parent, guardian, or primary caregiver for [CFNAME]?	SELECT FROM LIST OF HOUSEHOLD MEMBERS	
B03a.	New item	New item			Is [HH#FNAME HH#LNAME with B02H = 1] married to someone in the household?	1. Yes 2. No	
B03b.	New item	New item			Who is [HH#FNAME HH#LNAME with B02H = 1] married to?	LIST OF HOUSEHOLD MEMBERS AGE 18 OR OLDER.	
B04a.	New item	New item			Is [HH#FNAME HH#LNAME with B02H = 5] in a domestic partnership or civil union with someone in the household?	1. Yes 2. No	
B04b.	New item	New item			Who is [HH#FNAME HH#LNAME with B02H = 5] in a domestic partnership or civil union with?	LIST OF HOUSEHOLD MEMBERS AGE 18 OR OLDER.	
B05.	New item	New item			Who is [HH#FNAME HH#LNAME with B02H = 6] cohabiting or living with?	LIST OF HOUSEHOLD MEMBERS AGE 18 OR OLDER.	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C01.	ECLS-K:2011 (Parent, K; PLQ.041)	Modified	Is any language other than English regularly spoken in your home?	1. Yes 2. No Refused Dont Know	Is English the primary language used in your home?	1. Yes 2. No	Question revised to determine if English is a primary language while also serving as a gateway to follow-up language questions.
C02a.	ECLS-K:2011 (Parent, K; PLQ.040)	Modified	What languages other than English are spoken in your home?	1 ARABIC 2 CHINESE LANGUAGE/DIALECT 3 FILIPINO LANGUAGE 4 FRENCH 5 GERMAN 6 GREEK 7 ITALIAN 8 JAPANESE 9 KOREAN 10 POLISH 11 PORTUGUESE 12 SPANISH 13 VIETNAMESE 14 FARSI 15 HMONG 91 SOME OTHER LANGUAGE (SPECIFY) REFUSED DON'T KNOW	Is any other language used in your home?	1. Yes 2. No	Question revised to build off C01 and to capture usage broadly.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C02b.	ECLS-K:2011 (Parent, K; PLQ.040)	Modified	What languages other than English are spoken in your home?	1 ARABIC 2 CHINESE LANGUAGE/DIALECT 3 FILIPINO LANGUAGE 4 FRENCH 5 GERMAN 6 GREEK 7 ITALIAN 8 JAPANESE 9 KOREAN 10 POLISH 11 PORTUGUESE 12 SPANISH 13 VIETNAMESE 14 FARSI 15 HMONG 91 SOME OTHER LANGUAGE (SPECIFY) REFUSED DON'T KNOW	Please select the language(s) other than English that are used in your home from the alphabetical list below. You may select more than one.	1. Arabic 2. Chinese language/dialect 3. Farsi 4. Filipino language 5. French 6. German 7. Greek 8. Hmong 9. Italian 10. Japanese 11. Korean 12. Polish 13. Portuguese 14. Sign Language 15. Spanish 16. Vietnamese 91. Some other language (specify)	Question revised to build off C01 and to capture usage broadly. Sign language was added as an option as well to be inclusive.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C03a.	ECLS-K:2011 (Parent, K; PLQ.041)	Modified	What is the primary language that {you/NAME} {speak/speaks} in your home?	1 ARABIC 2 CHINESE LANGUAGE/DIALECT 3 FILIPINO LANGUAGE 4 FRENCH 5 GERMAN 6 GREEK 7 ITALIAN 8 JAPANESE 9 KOREAN 10 POLISH 11 PORTUGUESE 12 SPANISH 13 VIETNAMESE 14 FARSI 15 HMONG 91 SOME OTHER LANGUAGE (SPECIFY) REFUSED DON'T KNOW	What is the primary language used in your home?	1. Arabic 2. Chinese language/dialect 3. Farsi 4. Filipino language 5. French 6. German 7. Greek 8. Hmong 9. Italian 10. Japanese 11. Korean 12. Polish 13. Portuguese 14. Sign Language 15. Spanish 16. Vietnamese 91. Some other language (specify)	Question fills removed and language simplified to capture usage broadly. Sign language was added as an option to be more inclusive.
C03b.	New Item	New Item			Is any other language used in your home?	1. Yes 2. No	
C03c.	New Item	New Item			Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. You may select more than one.	USE LIST FROM C02b, BEING SURE TO INCLUDE ENGLISH, BUT EXCLUDE THE PRIMARY LANGUAGE SELECTED FROM THAT LIST.	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04.	HSL:09 (Parent, First Follow up 09, Section D, Q 1)	Modified	What is the highest level of education [you/parent 1] [have/has] completed?	0=No, [you/parent 1] [have/has] not completed any other degree 1=Less than high school completion 2=Completed a high school diploma, GED, or alternative high school credential 3=Completed a certificate or diploma from a school that provides occupational training 4=Completed an Associate's degree 5=Completed a Bachelor's degree 6=Completed a Master's degree 7=Completed a Ph.D., M.D., law degree, or other high level professional degree	What is the highest level of education [CFNAME]'s mother completed?	1. 8th grade or lower 2. 9th to 11th grade 3. 12th grade but no diploma 4. High school diploma or equivalent 5. Vocational/technical program after high school but no vocational/technical diploma 6. Vocational/technical diploma after high school 7. Some college but no degree 8. Associate's degree 9. Bachelor's degree 10. Graduate or professional school but no degree 11. Master's degree (MA, MS) 12. Doctorate degree (Ph.D, Ed.D) 13. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.) 14. Do not know	Question text was revised to complete a series of questions capturing the education level of respondent, spouse, child's parents, and child's grandparents where applicable. Response options were also expanded for less than high school options and more detail on education after high school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C05.	HSL:09 (Parent, First Follow up 09, Section D, Q 1)	Modified	What is the highest level of education [you/parent 1] [have/has] completed?	<p>0=No, [you/parent 1] [have/has] not completed any other degree</p> <p>1=Less than high school completion</p> <p>2=Completed a high school diploma, GED, or alternative high school credential</p> <p>3=Completed a certificate or diploma from a school that provides occupational training</p> <p>4=Completed an Associate's degree</p> <p>5=Completed a Bachelor's degree</p> <p>6=Completed a Master's degree</p> <p>7=Completed a Ph.D., M.D., law degree, or other high level professional degree</p>	What is the highest level of education [CFNAME]'s father completed?	<p>1. 8th grade or lower</p> <p>2. 9th to 11th grade</p> <p>3. 12th grade but no diploma</p> <p>4. High school diploma or equivalent</p> <p>5. Vocational/technical program after high school but no vocational/technical diploma</p> <p>6. Vocational/technical diploma after high school</p> <p>7. Some college but no degree</p> <p>8. Associate's degree</p> <p>9. Bachelor's degree</p> <p>10. Graduate or professional school but no degree</p> <p>11. Master's degree (MA, MS)</p> <p>12. Doctorate degree (Ph.D, Ed.D)</p> <p>13. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)</p> <p>14. Do not know</p>	Question text was revised to complete a series of questions capturing the education level of respondent, spouse, child's parents, and child's grandparents where applicable. Response options were also expanded for less than high school options and more detail on education after high school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C06.	HSL:09 (Parent, First Follow up 09, Section D, Q 1)	Modified	What is the highest level of education [you/parent 1] [have/has] completed?	<p>0=No, [you/parent 1] [have/has] not completed any other degree</p> <p>1=Less than high school completion</p> <p>2=Completed a high school diploma, GED, or alternative high school credential</p> <p>3=Completed a certificate or diploma from a school that provides occupational training</p> <p>4=Completed an Associate's degree</p> <p>5=Completed a Bachelor's degree</p> <p>6=Completed a Master's degree</p> <p>7=Completed a Ph.D., M.D., law degree, or other high level professional degree</p>	What is the highest level of education your mother completed?	<p>1. 8th grade or lower</p> <p>2. 9th to 11th grade</p> <p>3. 12th grade but no diploma</p> <p>4. High school diploma or equivalent</p> <p>5. Vocational/technical program after high school but no vocational/technical diploma</p> <p>6. Vocational/technical diploma after high school</p> <p>7. Some college but no degree</p> <p>8. Associate's degree</p> <p>9. Bachelor's degree</p> <p>10. Graduate or professional school but no degree</p> <p>11. Master's degree (MA, MS)</p> <p>12. Doctorate degree (Ph.D, Ed.D)</p> <p>13. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)</p> <p>14. Do not know</p>	Question text was revised to complete a series of questions capturing the education level of respondent, spouse, child's parents, and child's grandparents where applicable. Response options were also expanded for less than high school options and more detail on education after high school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C07.	HSL:09 (Parent, First Follow up 09, Section D, Q 1)	Modified	What is the highest level of education [you/parent 1] [have/has] completed?	<p>0=No, [you/parent 1] [have/has] not completed any other degree</p> <p>1=Less than high school completion</p> <p>2=Completed a high school diploma, GED, or alternative high school credential</p> <p>3=Completed a certificate or diploma from a school that provides occupational training</p> <p>4=Completed an Associate's degree</p> <p>5=Completed a Bachelor's degree</p> <p>6=Completed a Master's degree</p> <p>7=Completed a Ph.D., M.D., law degree, or other high level professional degree</p>	What is the highest level of education your father completed?	<p>1. 8th grade or lower</p> <p>2. 9th to 11th grade</p> <p>3. 12th grade but no diploma</p> <p>4. High school diploma or equivalent</p> <p>5. Vocational/technical program after high school but no vocational/technical diploma</p> <p>6. Vocational/technical diploma after high school</p> <p>7. Some college but no degree</p> <p>8. Associate's degree</p> <p>9. Bachelor's degree</p> <p>10. Graduate or professional school but no degree</p> <p>11. Master's degree (MA, MS)</p> <p>12. Doctorate degree (Ph.D, Ed.D)</p> <p>13. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)</p> <p>14. Do not know</p>	Question text was revised to complete a series of questions capturing the education level of respondent, spouse, child's parents, and child's grandparents where applicable. Response options were also expanded for less than high school options and more detail on education after high school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C08.	HSL:09 (Parent, First Follow up 09, Section D, Q 1)	Modified	What is the highest level of education [you/parent 1] [have/has] completed?	<p>0=No, [you/parent 1] [have/has] not completed any other degree</p> <p>1=Less than high school completion</p> <p>2=Completed a high school diploma, GED, or alternative high school credential</p> <p>3=Completed a certificate or diploma from a school that provides occupational training</p> <p>4=Completed an Associate's degree</p> <p>5=Completed a Bachelor's degree</p> <p>6=Completed a Master's degree</p> <p>7=Completed a Ph.D., M.D., law degree, or other high level professional degree</p>	What is the highest level of education [HH#FNAME HH#LNAME]'s mother completed?	<p>1. 8th grade or lower</p> <p>2. 9th to 11th grade</p> <p>3. 12th grade but no diploma</p> <p>4. High school diploma or equivalent</p> <p>5. Vocational/technical program after high school but no vocational/technical diploma</p> <p>6. Vocational/technical diploma after high school</p> <p>7. Some college but no degree</p> <p>8. Associate's degree</p> <p>9. Bachelor's degree</p> <p>10. Graduate or professional school but no degree</p> <p>11. Master's degree (MA, MS)</p> <p>12. Doctorate degree (Ph.D, Ed.D)</p> <p>13. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)</p> <p>14. Do not know</p>	Question text was revised to complete a series of questions capturing the education level of respondent, spouse, child's parents, and child's grandparents where applicable. Response options were also expanded for less than high school options and more detail on education after high school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09.	HSL:09 (Parent, First Follow up 09, Section D, Q 1)	Modified	What is the highest level of education [you/parent 1] [have/has] completed?	<p>0=No, [you/parent 1] [have/has] not completed any other degree</p> <p>1=Less than high school completion</p> <p>2=Completed a high school diploma, GED, or alternative high school credential</p> <p>3=Completed a certificate or diploma from a school that provides occupational training</p> <p>4=Completed an Associate's degree</p> <p>5=Completed a Bachelor's degree</p> <p>6=Completed a Master's degree</p> <p>7=Completed a Ph.D., M.D., law degree, or other high level professional degree</p>	What is the highest level of education [HH#FNAME HH#LNAME]'s father completed?	<p>1. 8th grade or lower</p> <p>2. 9th to 11th grade</p> <p>3. 12th grade but no diploma</p> <p>4. High school diploma or equivalent</p> <p>5. Vocational/technical program after high school but no vocational/technical diploma</p> <p>6. Vocational/technical diploma after high school</p> <p>7. Some college but no degree</p> <p>8. Associate's degree</p> <p>9. Bachelor's degree</p> <p>10. Graduate or professional school but no degree</p> <p>11. Master's degree (MA, MS)</p> <p>12. Doctorate degree (Ph.D, Ed.D)</p> <p>13. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)</p> <p>14. Do not know</p>	Question text was revised to complete a series of questions capturing the education level of respondent, spouse, child's parents, and child's grandparents where applicable. Response options were also expanded for less than high school options and more detail on education after high school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01a.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do your parents: Know what you do during your free time?	*response scale not specified	How often do you: Know what {CFNAME} does during {his/her} free time?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child and to accommodate a frequency scale, rather than the yes or no scale implied by the original question wording.
D01b.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do your parents: Usually know what type of homework you have?	*response scale not specified	How often do you: Know what type of homework {CFNAME} has?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child and to accommodate a frequency scale, rather than the yes or no scale implied by the original question wording. Question text was modified to remove "usually" as this would be captured in the frequency scale.
D01c.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do your parents: Know what you spend your money on?	*response scale not specified	How often do you: Know what {CFNAME} spends {his/her} money on?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child and to accommodate a frequency scale, rather than the yes or no scale implied by the original question wording..
D01d.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do your parents: Usually know when you have an exam or paper due at school?	*response scale not specified	How often do you: Know when {CFNAME} has an exam or paper due at school?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child and to accommodate a frequency scale, rather than the yes or no scale implied by the original question wording. Question text was modified to remove "usually" as this would be captured in the frequency scale.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01e.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do your parents: Know how you do in different subjects at school?	*response scale not specified	How often do you: Know what {CFNAME}'s grades are in different subjects at school?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child and to accommodate a frequency scale, rather than the yes or no scale implied by the original question wording. Question text was modified to "Know what {CHILD}'s school grades are" for clarity across respondents on what to consider.
D01f.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do your parents: Know where you go when you are out with friends at night?	*response scale not specified	How often do you: Know where {CFNAME} goes after school?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child and to accommodate a frequency scale, rather than the yes or no scale implied by the original question wording. Question also modified from "out at night" to "after school" to be more appropriate for this age group.
D01g.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do you spontaneously tell your parents about your friends (which friends you hang out with and how they think and feel about various things)?	1. no, not at all/ never 2. yes	How often does {CFNAME} tell you about: {His/Her} friends without you asking (for example, which friends {he/she} hangs out with and how {his/her} friends feel about various things)?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child and to accommodate a frequency scale, rather than the yes or no scale implied by the original question wording. Also, modified "spontaneously" to "without you asking" to use terminology more appropriate for this age group.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01h.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	How often do you usually want to tell your parents about school (how each subject is going; your relationships with teachers)?	1. Never/not at all 2 3 4 5. Always/Very much	How often does {CFNAME} tell you about: School without you asking (for example, how each subject is going; {his/her} relationships with teachers)?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child. The question text was modified from "usually want to" to "without them asking" to use terminology more appropriate for this age group.
D01i.	Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000)	Modified	Do you keep a lot of secrets from your parents about what you do during your free time?	1. Never/not at all 2 3 4 5. Always/Very much	How often does {CFNAME}: Keep secrets from you about what {he/she} does during {his/her} free time?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always	Modified to ask Parent about relationship, rather than Child, the text "a lot" was removed for clarity and response options were revised for consistency with related items and across instruments
D02a.	MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23a)	Modified	Have any of the following things happened to (CHILD)? Gotten involved with the wrong kind of kids?	1. Yes 2. No	Have any of the following things happened to {CFNAME}? Has {he/she}... gotten involved with the wrong kinds of people {his/her} age?	1. Yes 2. No	Question text revised to focus on people child's age for clarity of question intent and not "kids" more generally.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02b.	MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23b)	Modified	Have any of the following things happened to (CHILD)? Gotten involved in drugs?	1. Yes 2. No	Have any of the following things happened to {CFNAME}? Has {he/she}... ever used drugs (e.g., marijuana, cocaine, ecstasy, or 'bath salts')?	1. Yes 2. No	Question text revised for clarity of question intent (use as opposed to varying interpretation of involvement).
D02c.	MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23c)	Modified	Have any of the following things happened to (CHILD)? Gotten involved with alcohol?	1. Yes 2. No	Have any of the following things happened to {CFNAME}? Has {he/she}... ever used alcohol?	1. Yes 2. No	Question text revised for clarity of question intent (use as opposed to varying interpretation of involvement).
D02d.	MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23d)	Unchanged			Have any of the following things happened to {CFNAME}? Has {he/she}... gotten in trouble with the police?	1. Yes 2. No	
D02e.	MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23e)	Modified	Have any of the following things happened to (CHILD)? Been beaten up by other kids?	1. Yes 2. No	Have any of the following things happened to {CFNAME}? Has {he/she}... beaten up other people {his/her} age?	1. Yes 2. No	Question text revised to focus on people his age for clarity of question intent and not "kids" more generally.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02f.	New Item	New Item			Have any of the following things happened to {CFNAME}? Has {he/she}... been beaten up by other people {his/her} age?	1. Yes 2. No	
D02g.	MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23f)	Unchanged			Have any of the following things happened to {CFNAME}? Has {he/she}... run away?	1. Yes 2. No	
D03a.	NQES(Mother Report, Item Dangerous People, Q1)	Modified	I worry about people with guns and knives in my neighborhood.	1. Strongly agree 2 3 4 5. Strongly disagree	How true are the following statements about your neighborhood? I worry about people with guns and knives in my neighborhood.	1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Original response scale was revised for consistency with related items and across instruments and introductory language appropriate for response scale was added.
D03b.	NQES(Mother Report, Item Dangerous People, Q1)	Modified	People in this neighborhood do not get along with each other.	1. Strongly agree 2 3 4 5. Strongly disagree	How true are the following statements about your neighborhood? People in this neighborhood do not get along with each other.	1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Original response scale was revised for consistency with related items and across instruments and introductory language appropriate for response scale was added.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03c.	NQES(Mother Report, Item Dangerous People, Q1)	Modified	Drug dealers are a problem in my neighborhood.	1. Strongly agree 2 3 4 5. Strongly disagree	How true are the following statements about your neighborhood? Drug dealers are a problem in my neighborhood.	1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Original response scale was revised for consistency with related items and across instruments and introductory language appropriate for response scale was added.
D03d.	NQES(Mother Report, Item Dangerous People, Q1)	Modified	I worry about the kind of people my children will meet in this neighborhood.	1. Strongly agree 2 3 4 5. Strongly disagree	How true are the following statements about your neighborhood? I worry about the kind of people my children will meet in this neighborhood.	1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Original response scale was revised for consistency with related items and across instruments and introductory language appropriate for response scale was added.
D03e.	NQES(Mother Report, Item Sense of safety, Q1)	Modified	My neighborhood is safe for children during the daytime.	1. Strongly agree 2 3 4 5. Strongly disagree	How true are the following statements about your neighborhood? My neighborhood is safe for children during the daytime.	1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Original response scale was revised for consistency with related items and across instruments and introductory language appropriate for response scale was added.
D03f.	NQES(Mother Report, Item Sense of safety, Q1)	Modified	My neighborhood is safe for children during the nighttime.	1. Strongly agree 2 3 4 5. Strongly disagree	How true are the following statements about your neighborhood? My neighborhood is safe for children during the nighttime.	1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Original response scale was revised for consistency with related items and across instruments and introductory language appropriate for response scale was added.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03g.	NQES(Mother Report, Item Physical environment, Q1)	Modified	There are lots of run down homes in our neighborhood.	1. Strongly agree 2 3 4 5. Strongly disagree	How true are the following statements about your neighborhood? There are lots of run down homes in our neighborhood.	1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true	Original response scale was revised for consistency with related items and across instruments and introductory language appropriate for response scale was added.
E01a.	Hoover-Dempsey (Parent, Parent-focused Role Construction Scale, Belief items 1c)	Modified	Indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement. I make it my business to stay on top of things at school.	1. Disagree very strongly 2 3 4 5 6. Agree very strongly	Indicate how much you disagree or agree with each of the following statements. Please think about the current school year as you consider each statement. I make it my business to stay on top of things at school.	1. Strongly Disagree 2. Disagree 3. Slightly Disagree 4. Slightly Agree 5. Agree 6. Strongly Agree	Original response scale was revised for consistency with related items and across instruments, but in keeping with scale intent.
E01b.	Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3a)	Modified	Indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement. I like to spend time at {CHILD}'s school when I can.	1. Disagree very strongly 2 3 4 5 6. Agree very strongly	Indicate how much you disagree or agree with each of the following statements. Please think about the current school year as you consider each statement. I like to spend time at {CFNAME}'s school when I can.	1. Strongly Disagree 2. Disagree 3. Slightly Disagree 4. Slightly Agree 5. Agree 6. Strongly Agree	Original response scale was revised for consistency with related items and across instruments, but in keeping with scale intent.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01c.	Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3b)	Modified	Indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement. It's important that I let the teacher know about things that concern {CHILD}.	1. Disagree very strongly 2 3 4 5 6. Agree very strongly	Indicate how much you disagree or agree with each of the following statements. Please think about the current school year as you consider each statement. It's important that I let the teacher know about things that concern {CFNAME}.	1. Strongly Disagree 2. Disagree 3. Slightly Disagree 4. Slightly Agree 5. Agree 6. Strongly Agree	Original response scale was revised for consistency with related items and across instruments, but in keeping with scale intent.
E01d.	Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3c)	Modified	Indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement. I find it helpful to talk with {CHILD}'s teacher.	1. Disagree very strongly 2 3 4 5 6. Agree very strongly	Indicate how much you disagree or agree with each of the following statements. Please think about the current school year as you consider each statement. I find it helpful to talk with {CFNAME}'s teacher.	1. Strongly Disagree 2. Disagree 3. Slightly Disagree 4. Slightly Agree 5. Agree 6. Strongly Agree	Original response scale was revised for consistency with related items and across instruments, but in keeping with scale intent.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01e.	Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3d)	Modified	Indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement. {CHILD}'s teacher(s) know(s) me.	1. Disagree very strongly 2 3 4 5 6. Agree very strongly	Indicate how much you disagree or agree with each of the following statements. Please think about the current school year as you consider each statement. {CFNAME}'s teacher(s) know(s) me.	1. Strongly Disagree 2. Disagree 3. Slightly Disagree 4. Slightly Agree 5. Agree 6. Strongly Agree	Original response scale was revised for consistency with related items and across instruments, but in keeping with scale intent.
E02a.	Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Behavior items 3c)	Modified	Indicate HOW OFTEN you have engaged in the following behaviors so far in this school year. I contacted {CHILD}'s teacher with questions about schoolwork.	1. Never 2. 1 or 2 times this year 3. 4 or 5 times this year 4. once a week 5. a few times a week 6. Daily	Indicate how often you have done the following during this school year. I contacted {CFNAME}'s teacher with questions about schoolwork.	1. Never 2. Once so far this year 3. About once a month 4. Once every two weeks 5. Once a week 6. Daily	Original response scale was revised to be more helpful for recall, as opposed to counting, and for consistency with related items while still providing comparable variability.
E02b.	Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Behavior items 3a)	Modified	Indicate HOW OFTEN you have engaged in the following behaviors so far in this school year. I exchanged phone calls or notes with {CHILD}'s teacher.	1. Never 2. 1 or 2 times this year 3. 4 or 5 times this year 4. once a week 5. a few times a week 6. Daily	Indicate how often you have done the following during this school year. I exchanged phone calls or notes with {CFNAME}'s teacher.	1. Never 2. Once so far this year 3. About once a month 4. Once every two weeks 5. Once a week 6. Daily	Original response scale was revised to be more helpful for recall, as opposed to counting, and for consistency with related items while still providing comparable variability.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03a.	ELS:2002 (Parent, Baseline, 53b)	Modified	Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following? {CHILD}'s school schedule for this year?	1. None 2. once or twice 3. three or four times 4. more than four times	Since the start of the school year, how many times have {you or your spouse/partner} had contact with the school about... {CFNAME}'s school schedule for this year?	1. None 2. Once or twice 3. Three or four times 4. More than four times	Question text was revised to capture contact initiated by both the parent and the school to focus on the nature and frequency of contact (not who made it).
E03b.	ELS:2002 (Parent, Baseline, 53e)	Modified	Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following? {CHILD} having missed too many days of school?	1. None 2. once or twice 3. three or four times 4. more than four times	Since the start of the school year, how many times have {you or your spouse/partner} had contact with the school about... {CFNAME} missing too many days of school?	1. None 2. Once or twice 3. Three or four times 4. More than four times	Question text was revised to capture contact initiated by both the parent and the school to focus on the nature and frequency of contact (not who made it).
E03c.	ELS:2002 (Parent, Baseline, 53g)	Modified	Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following? {CHILD}'s positive or good behavior in school?	1. None 2. once or twice 3. three or four times 4. more than four times	Since the start of the school year, how many times have {you or your spouse/partner} had contact with the school about... {CFNAME}'s positive or good behavior in school?	1. None 2. Once or twice 3. Three or four times 4. More than four times	Question text was revised to capture contact initiated by both the parent and the school to focus on the nature and frequency of contact (not who made it).

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03d.	ELS:2002 (Parent, Baseline, 53i)	Modified	Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following? Information on how to help {CHILD} at home with specific skills or homework?	1. None 2. once or twice 3. three or four times 4. more than four times	Since the start of the school year, how many times have {you or your spouse/partner} had contact with the school about... Information on how to help {CFNAME} at home with specific skills or homework?	1. None 2. Once or twice 3. Three or four times 4. More than four times	Question text was revised to capture contact initiated by both the parent and the school to focus on the nature and frequency of contact (not who made it).
E03e.	ELS:2002 (Parent, Baseline, 53c)	Modified	Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following? {CHILD}'s plans after leaving high school?	1. None 2. once or twice 3. three or four times 4. more than four times	Since the start of the school year, how many times have {you or your spouse/partner} had contact with the school about... {CFNAME}'s plans after leaving high school?	1. None 2. Once or twice 3. Three or four times 4. More than four times	Question text was revised to capture contact initiated by both the parent and the school to focus on the nature and frequency of contact (not who made it).

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03f.	ELS:2002 (Parent, Baseline, 53d)	Modified	Since your tenth grader's school opened last fall, how many times have you or your spouse/partner contacted the school about the following? {CHILD}'s course selection for entry into college, vocational, or technical school after completing high school?	<ol style="list-style-type: none"> 1. None 2. once or twice 3. three or four times 4. more than four times 	Since the start of the school year, how many times have {you or your spouse/partner} had contact with the school about... {CFNAME}'s course selection for entry into college, vocational, or technical school after completing high school?	<ol style="list-style-type: none"> 1. None 2. Once or twice 3. Three or four times 4. More than four times 	Question text was revised to capture contact initiated by both the parent and the school to focus on the nature and frequency of contact (not who made it).
E04.	HSL:09 (Parent, Baseline, Sect. D, Q 12)	Modified	Since starting kindergarten, has [he/she] ever been suspended or expelled from school? Do not count detentions.	<ol style="list-style-type: none"> 1. Yes 2. No 	Since starting kindergarten, how many times has {CFNAME} ever been suspended or expelled from school? Do not count detentions.	<ol style="list-style-type: none"> 1. Please select the number of times. [DROP DOWN: 0-10 or more] 	Question revised to capture the number of expulsions and/or suspensions for greater variability.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E05a.	New item	New item			What was the reason for the {{IF E04>1}} most recent suspension or expulsion?	<ol style="list-style-type: none"> 1. Repeated violation of the school rules 2. Use of profanity (swearing) 3. Threatening students or teachers 4. Defacing or destroying school property 5. Bringing a weapon to school 6. Fighting with another student 7. Ganging up (with one or more other students) on another student 8. Threatening to use or making a false report of the use of an explosive device at school 9. Assaulting a teacher, principal, or other school personnel 10. Other (specify) 	
E06.	New item	New item			How many days was the {{IF E04>1}} most recent suspension?	<ol style="list-style-type: none"> 1. _____ Enter number of days suspended 2. {CHILD} was expelled. 	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E07.	HSLs (Parent, First Follow Up 2012, Section B, Q1)	Modified	What [high school] grades, if any, has [teenager] repeated [since the fall of 2009]?	Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade 7th grade 8th grade 10th grade 11th grade None of these grades	What grades, if any, has {CFNAME} repeated since starting school?	1. Has not repeated any grades 2. Kindergarten 3. 1st grade 4. 2nd grade 5. 3rd grade 6. 4th grade 7. 5th grade 8. 6th grade 9. 7th grade 10. 8th grade	Question was revised to ask about child generally and about all grades, rather than about a teenage child and high school grades, and the time frame has been extended from kindergarten to 8th grade for greater variability.
E08.	HSLs:09 (Parent, First Follow Up 2012, Section B, Q2)	Modified	What [high school] grades, if any, has [teenager] skipped [since the fall of 2009]?	Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade 7th grade 8th grade 10th grade 11th grade None of these grades	What grades, if any, has {CFNAME} skipped since starting school?	1. Has not repeated any grades 2. Kindergarten 3. 1st grade 4. 2nd grade 5. 3rd grade 6. 4th grade 7. 5th grade 8. 6th grade 9. 7th grade 10. 8th grade	Question was revised to ask about child generally and about all grades, rather than about a teenage child and high school grades, and the time frame has been extended from kindergarten to 8th grade for greater variability.
E09.	HSLs:09 (Parent, Baseline, Sect. B, Q.27)	Unchanged			Has {CFNAME} ever been enrolled in a program for English language learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?	1. Yes 2. No	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E10.	HSL:09 (Parent, Baseline, Sect. B, Q 29)	Unchanged			Is {he/she} currently enrolled in an English as a Second Language (ESL), English immersion, or bilingual education program?	1. Yes 2. No	
E11.	ECLS-K (Parent, Grade 8, WPQ. 170)	Unchanged			Does {CFNAME} receive free or reduced price lunches at school?	1. Yes 2. No	
E12.	ECLS-K (Parent, Grade 8, WPQ. 180)	Unchanged			Are these lunches free or reduced price?	1. Free 2. Reduced price	
F01.	ECLS-K:2011 (Parent, K, CHQ.330)	Unchanged			In general, would you say that {CFNAME}'s health is...	1. Excellent 2. Very good 3. Good 4. Fair 5. Poor	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02a.	HSL:09 (Parent, Baseline, Sect. D, Q3d)	Modified	Has a doctor, health care provider, teacher, or school official ever told you that [your 9th grader] has any of the following conditions?	<p>Specific learning disability</p> <p>Yes</p> <p>No</p> <p>Any developmental delay that affects [his/her] ability to learn</p> <p>Yes</p> <p>No</p> <p>Autism, Asperger's Disorder, pervasive developmental disorder, or other autism spectrum disorder</p> <p>Yes</p> <p>No</p> <p>Hearing problems or vision problems that cannot be corrected with glasses or contact lenses</p> <p>Yes</p> <p>No</p> <p>Bone, joint, or muscle problems</p> <p>Yes</p> <p>No</p> <p>Intellectual disability or mental retardation</p> <p>Yes</p> <p>No</p> <p>Attention Deficit Disorder or Attention Deficit Hyperactive Disorder, that</p>	<p>Has a doctor, health care provider, teacher, or school official ever told you that {CFNAME} has...</p> <p>Hearing problems that cannot be corrected with a hearing aid?</p>	<p>1. Yes</p> <p>2. No</p>	<p>This question was selected to compliment other questions in this section by adding the categories of hearing and vision problems, which were split into two independent questions to clarify which condition was selected.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F02b.	HSL:09 (Parent, Baseline, Sect. D, Q3d)	Modified	Has a doctor, health care provider, teacher, or school official ever told you that [your 9th grader] has any of the following conditions?	Specific learning disability Yes No Any developmental delay that affects [his/her] ability to learn Yes No Autism, Asperger's Disorder, pervasive developmental disorder, or other autism spectrum disorder Yes No Hearing problems or vision problems that cannot be corrected with glasses or contact lenses Yes No Bone, joint, or muscle problems Yes No Intellectual disability or mental retardation Yes No Attention Deficit Disorder or Attention Deficit Hyperactive Disorder, that	Has a doctor, health care provider, teacher, or school official ever told you that {CFNAME} has... Vision problems that cannot be corrected with glasses or contact lenses?	1. Yes 2. No	This question was selected to compliment other questions in this section by adding the categories of hearing and vision problems, which were split into two independent questions to clarify which condition was selected.
F03.	New Item	New Item			Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has had a concussion?	1. Yes 2. No	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F04.	New Item	New Item			How many times has {CFNAME} been diagnosed by a doctor as having had a concussion?	1. Yes 2. No	
F05.	ECLS-B (Parent, 9m, CH060a)	Unchanged			Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has asthma?	1. Yes 2. No	
F06.	ECLS-B (Parent, 9m, CH075)	Unchanged			Has {CFNAME} ever been taken to an emergency room or hospitalized for at least one night because of asthma?	1. Yes 2. No	
F07a.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... Independence and taking care of {himself/herself}?	1. Yes 2. No	
F07b.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... Paying attention?	1. Yes 2. No	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F07c.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... Learning, thinking, and solving problems?	1. Yes 2. No	
F07d.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... Coordination in moving {his/her} arms and legs?	1. Yes 2. No	
F07e.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... Behaving and relating to other children?	1. Yes 2. No	
F07f.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... Behaving and relating to adults?	1. Yes 2. No	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F07g.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... {His/Her} overall activity level?	1. Yes 2. No	
F07h.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115)	Unchanged			Has {CFNAME} ever been evaluated by a professional because of an issue with... {His/Her} emotional or psychological difficulties?	1. Yes 2. No	
F08.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ120)	Unchanged			Have you obtained a diagnosis or diagnoses for {CFNAME}'s issue with {TEXT FROM F07A-H} from a professional?	1. Yes 2. No	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F09.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125)	Modified	What was the diagnosis or were the diagnoses?	1 LEARNING DISABILITY 2 ATTENTION DEFICIT DISORDER (ADD) 3 ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD) 4 DEVELOPMENTAL DELAY 5 AUTISM 6 DYSLEXIA 7 DYSCALCULIA 8 INTELLECTUAL OR SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION 9 ORTHOPEDIC IMPAIRMENT 10 SERIOUS EMOTIONAL DISTURBANCE 11 TRAUMATIC BRAIN INJURY 12 PANIC DISORDER 13 SEPARATION ANXIETY DISORDER 14 OBSESSIVE COMPULSIVE DISORDER 15 GENERALIZED ANXIETY DISORDER 16 OTHER ANXIETY DISORDER 17 BIPOLAR DISORDER 18 DEPRESSION 91 OTHER (SPECIFY) REFUSED	What was the diagnosis?	Learning disability Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Developmental Delay Autistic Disorder/Asperger's Disorder/Childhood Disintegrative Disorder/ Pervasive Developmental Disorder (PDD)/other Autism Spectrum Disorder Dyslexia Dyscalculia Intellectual disability/severe cognitive disability/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 (such as	Response option 5 was updated to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F11.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ126)	Modified	What type of autistic spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, or something else?	1 AUTISM 2 ASPERGER'S DISORDER 3 PERVASIVE DEVELOPMENTAL DISORDER (PDD) 91 OTHER (SPECIFY) REFUSED DON'T KNOW	What type of Autism Spectrum Disorder does {CFNAME} have? Is it Autistic Disorder, Asperger's Disorder, Childhood Disintegrative Disorder, Pervasive Developmental Disorder, or something else?	1. Autistic Disorder 2. Asperger's Disorder 3. Childhood Disintegrative Disorder 4. Pervasive Developmental Disorder (PDD) 91. Other (Specify)	Response option 5 was updated to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).
F13a.	New item	New item			What month and year was the diagnosis of [CATI: IF F09=1-20 INSERT ITEM TEXT; IF F09 = 91 INSERT TEXT ENTERED AT F10] made? If {CFNAME} was diagnosed more than once, please indicate the first diagnosis.	1. __ __ __ Month 2. __ __ __ __ __ Year 3. Do not know	
F13b.	New item	New item			If you do not know the month and year the diagnosis of [CATI: IF F09=1-20 INSERT ITEM TEXT; IF F09 = 91 INSERT TEXT ENTERED AT F10] was made, please enter {CFNAME}'s age at that time. Your best guess is fine. If {CFNAME} was diagnosed more than once, please indicate {his/her} age at the time of the first diagnosis.	1. __ __ __ Enter age 2. Do not know	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F14.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ140)	Unchanged			Is {CFNAME} now taking any prescription medicine for the condition related to {his/her} [CATI: IF F09=1-20 INSERT ITEM TEXT; IF F09 = 91 INSERT TEXT ENTERED AT F10]?	1. Yes 2. No	
F15.	ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ155)	Unchanged			Is {CFNAME} medicated for ADD or ADHD at school, at home, or both?	1. At school 2. At home 3. Both at school and at home	
F16.	New Item	New Item			Does {CFNAME} currently have a 504 plan based on section 504 of the Rehabilitation Act that describes accommodations to support {his/her} learning?	1. Yes 2. No 3. Don't know	
F17.	NLTS 2012 (Parent Baseline Questionnaire; D3)	Modified	Did [YOUTH] ever receive special education services or have an IEP (Individualized Education Program)?	1. Yes 2. No	Has {CFNAME} ever had an Individualized Education Program (IEP)?	1. Yes 2. No 3. Don't know	Because Special education services are asked about individually below (F29-F36), this question was revised to ask about IEP only.
F18.	NLTS 2012 (Parent Baseline Questionnaire; D5)	Modified	As of the beginning of the 2012-13 school year, did [YOUTH] still receive special education services and have an IEP?	1. Yes 2. No	Does {CFNAME} still have an IEP?	1. Yes 2. No 3. Don't know	Because Special education services are asked about individually below (F29-F36), this question was revised to ask about IEP only. Also, timeframe was revised to focus on current status only.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F19.	NLTS 2012 (Parent Baseline Questionnaire; D5b)	Modified	Why is [he/she] no longer receiving special education services?	<p>1 No longer needs special services</p> <p>2 Met IEP goals</p> <p>3 Youth was declassified, school says no longer needs services</p> <p>4 No longer eligible, doesn't qualify</p> <p>5 School doesn't have the programs [YOUTH] needs</p> <p>6 Parent doesn't want youth in special education</p> <p>7 Youth did not want to be in special education</p> <p>8 Youth now has a 504 Plan</p> <p>9 Youth was never in special education</p> <p>10 Youth home schooled by parent</p> <p>11 Youth no longer in school</p> <p>12 Other (SPECIFY)</p>	Why does {he/she} no longer have an IEP?	<p>{CFNAME} no longer needs special services</p> <p>{CFNAME} met IEP goals</p> <p>{CFNAME} was declassified, school says {he/she} no longer needs services</p> <p>{CFNAME} no longer eligible, doesn't qualify</p> <p>School doesn't have the programs {CFNAME} needs</p> <p>I don't want {CFNAME} in special education</p> <p>{CFNAME} did not want to be in special education</p> <p>{CFNAME} now has a 504 Plan</p> <p>Other</p>	As a follow-up item to F18 (original D5) question text was revised to focus on IEP. Current special education services are asked about individually below (F29-F36).
F20.	NLTS 2012 (Parent Baseline Questionnaire; E1b)	Unchanged			In the last 12 months, has there been an IEP meeting about {CFNAME}'s special education program or services?	<p>1. Yes</p> <p>2. No</p> <p>3. Don't know</p>	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F21.	NLTS 2012 (Parent Baseline Questionnaire; E1)	Modified	During this or last school year, did you or another adult in the household go to a meeting about an Individualized Education Program, or IEP, for [YOUTH'S] special education program or services?	1. Yes 2. No	Did you or another adult in the household go to the meeting?	1. Yes 2. No 3. Don't know	Question revised to refer to previous question (F20) for better flow between and across related items.
F22.	NLTS 2012 (Parent Baseline Questionnaire; E1a)	Modified	During this or last school year, did [YOUTH] go to [that same/a] meeting about an Individualized Education Program, or IEP, for [his/her] special education program or services?		Did {CFNAME} go to the meeting?	1. Yes 2. No 3. Don't know	Question revised to refer to previous question (F20) for better flow between and across related items.
F23.	NLTS 2012 (Parent Baseline Questionnaire; E4)	Modified	Did the school mostly come up with the goals on [his/her] IEP [and transition plan] or was it mostly you or [YOUTH] who came up with the goals?	1. Mostly school 2. Mostly me or other adult 3. Mostly youth 4. School and youth equally 5. School and me or other adult equally 6. Youth and me or other adult equally 7. School, me or other adult, and youth equally	Who came up with the goals on {CFNAME}'s IEP?	1. School staff 2. Me or other parent/family member 3. {CHILD} 4. Another person (specify)	Question revised so parent can check all who were involved, and then receive a follow up question (F24) asking who created most of the goals.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F24.	New Item	New Item			Of the people who came up with the IEP goals, who came up with the most goals?	<ol style="list-style-type: none"> 1. School staff 2. Me or another parent/family member 3. {CFNAME} 4. Another person (specify) 	
F25.	NLTS 2012 (Parent Baseline Questionnaire; E5)	Modified	Which of the following best describes [YOUTH'S] role in [his/her] [IEP and transition planning/IEP planning]?	<ol style="list-style-type: none"> 1. [He/She] did not participate 2. [He/She] was present in discussions but participated very little or not at all 3. [He/She] provided some input 4. [He/She] took a leadership role (helping set the direction of the discussions, goals and plans) 5. Doesn't know about any goals 	How active was {CFNAME} in developing {his/her} IEP? For example, did {CFNAME} participate in discussions about {his/her} disability, {his/her} strengths, {his/her} needs, the accommodations that would help {him/her} achieve in class, {his/her} goals for the future, and the goals {he/she} feels are most important for {him/her} to work on?	<ol style="list-style-type: none"> 1. Very active; took a leadership role in IEP development 2. Active; participated regularly in IEP development 3. Somewhat active; participated occasionally in IEP development 4. Not active; did not participate in IEP development 	Question revised and examples provided for clarity of question intent. Response options also revised to focus more directly on how active the child's role was during IEP development.
F26.	ECLS-K:2011 (Parent, K; CHQ430)	Modified	Overall, how satisfied are you with the special services or special education program this school year?	<ol style="list-style-type: none"> 1. Completely satisfied 2. Very satisfied 3. Fairly satisfied 4. Somewhat dissatisfied 5. Very dissatisfied 	Overall, how satisfied are you with the progress {CFNAME} has made towards {his/her} IEP goals this year? Are you...	<ol style="list-style-type: none"> 1. Completely satisfied 2. Very satisfied 3. Fairly satisfied 4. Somewhat dissatisfied 5. Very dissatisfied 	Question revised for continuity with section focus on IEP, rather than on special services.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F27.	New Item	New Item			Have you had any discussions with {CFNAME}'s IEP team about {his/her} transition to high school?	1. Yes 2. No	
F28a.	New Item	New Item			How often have you discussed the following topics with staff at {CFNAME}'s school about how {CFNAME} can... Develop self-determination and self-advocacy skills?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
F28b.	New Item	New Item			How often have you discussed the following topics with staff at {CFNAME}'s school about how {CFNAME} can... Expand social and community support networks?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F28c.	New Item	New Item			How often have you discussed the following topics with staff at {CFNAME}'s school about how {CFNAME} can... Learn "soft" employment skills (such as appropriate dress, working well in a group, following instructions)?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
F28d.	New Item	New Item			How often have you discussed the following topics with staff at {CFNAME}'s school about how {CFNAME} can... Practice skills in handling money such as counting money, making change, saving money for a desired object or event?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
F28e.	New Item	New Item			How often have you discussed the following topics with staff at {CFNAME}'s school about how {CFNAME} can... Connect with adult service providers?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F28f.	New Item	New Item			How often have you discussed the following topics with staff at {CFNAME}'s school about how {CFNAME} can... Plan for health care needs?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	
F28g.	New Item	New Item			How often have you discussed the following topics with staff at {CFNAME}'s school about how {CFNAME} can... Prepare for change?	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29a.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school? Catch-up courses or double dosing of classes during the regular school day</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013. Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>	<p>1. Yes 2. No</p>	<p>During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance? Catch-up courses or double-dosing of classes during the regular school day</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for academic performance received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29b.	<p>NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)</p>	<p>Modified</p>	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Supplemental instruction or tutoring in academic subjects before or after school</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013. Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?</p> <p>Supplemental instruction or tutoring in academic subjects before or after school</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for academic performance received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29c.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Supplemental instruction or tutoring in academic subjects on weekends</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?</p> <p>Supplemental instruction or tutoring in academic subjects on weekends</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for academic performance received within and outside of school.</p> <p>Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29d.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Help connecting students to outside academic transition services, supports, or activities (e.g., tutoring, mentoring)</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013. Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?</p> <p>Help connecting students to outside academic transition services, supports, or activities (e.g., tutoring, mentoring)</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for academic performance received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29e.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Tutor</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?</p> <p>Tutor</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for academic performance received within and outside of school.</p> <p>Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29f.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school? Braille instruction or other related services for visually impaired (e.g., Nemeth code, abacus)</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013. Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?</p> <p>Braille instruction or other related services for visually impaired (e.g., Nemeth code, abacus)</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for academic performance received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29a1.	New Item	New Item			Were each of the following services for academic performance {CFNAME} and your family have received from the school or from an outside source? Catch-up courses or double-dosing of classes during the regular school day	1. Received through school 2. Received through outside source	
F29b1.	New Item	New Item			Were each of the following services for academic performance {CFNAME} and your family have received from the school or from an outside source? Supplemental instruction or tutoring in academic subjects before or after school	1. Received through school 2. Received through outside source	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29c1.	New Item	New Item			Were each of the following services for academic performance {CFNAME} and your family have received from the school or from an outside source? Supplemental instruction or tutoring in academic subjects on weekends	1. Received through school 2. Received through outside source	
F29d1.	New Item	New Item			Were each of the following services for academic performance {CFNAME} and your family have received from the school or from an outside source? Help connecting students to outside academic transition services, supports, or activities (e.g., tutoring, mentoring)	1. Received through school 2. Received through outside source	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F29e1.	New item	New item			Were each of the following services for academic performance {CFNAME} and your family have received from the school or from an outside source? Tutor	1. Received through school 2. Received through outside source	
F29f1.	New item	New item			Were each of the following services for academic performance {CFNAME} and your family have received from the school or from an outside source? Braille instruction or other related services for visually impaired (e.g., Nemeth code, abacus)	1. Received through school 2. Received through outside source	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F30a.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for academic performance {CFNAME} and your family have received from the school? Catch-up courses or double-dosing of classes during the regular school day	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for academic performance received within the school.
F30b.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for academic performance {CFNAME} and your family have received from the school? Supplemental instruction or tutoring in academic subjects before or after school	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for academic performance received within the school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F30c.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for academic performance {CFNAME} and your family have received from the school? Supplemental instruction or tutoring in academic subjects on weekends	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for academic performance received within the school.
F30d.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for academic performance {CFNAME} and your family have received from the school? Help connecting students to outside academic transition services, supports, or activities (e.g., tutoring, mentoring)	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for academic performance received within the school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F30e.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for academic performance {CFNAME} and your family have received from the school? Tutor	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for academic performance received within the school.
F30f.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for academic performance {CFNAME} and your family have received from the school? Braille instruction or other related services for visually impaired (e.g., Nemeth code, abacus)	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for academic performance received within the school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31a.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Help developing capability to dress, clean, care for self</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013. Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?</p> <p>Help developing capability to dress, clean, care for self</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive skills and behaviors received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31b.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Help connecting students to community skill- and behavior-related services, supports, or activities (e-g, assistive technology, networking)</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?</p> <p>Help connecting students to community skill- and behavior-related services, supports, or activities (e-g, assistive technology, networking)</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive skills and behaviors received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31c.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Speech or language therapy, or communication services</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?</p> <p>Speech or language therapy, or communication services</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive skills and behaviors received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31d.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Psychological or mental health services or counseling</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?</p> <p>Psychological or mental health services or counseling</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive skills and behaviors received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31e.	<p>NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)</p>	<p>Modified</p>	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school? Physical or occupational therapy 1. Yes 2. No D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013. Has [he/she] taken part in a program or service that provides ... 1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors? Physical or occupational therapy</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive skills and behaviors received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31f.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Orientation and mobility services (to help individuals navigate their environment)</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?</p> <p>Orientation and mobility services (to help individuals navigate their environment)</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive skills and behaviors received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31a1.	New Item	New Item			Were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school or from an outside source? Help developing capability to dress, clean, care for self	1. Received through school 2. Received through outside source	
F31b1.	New Item	New Item			Were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school or from an outside source? Help connecting students to community skill- and behavior-related services, supports, or activities (e.g., assistive technology, networking)	1. Received through school 2. Received through outside source	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31c1.	New item	New item			Were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school or from an outside source? Speech or language therapy, or communication services	1. Received through school 2. Received through outside source	
F31d1.	New item	New item			Were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school or from an outside source? Psychological or mental health services or counseling	1. Received through school 2. Received through outside source	
F31e1.	New item	New item			Were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school or from an outside source? Physical or occupational therapy	1. Received through school 2. Received through outside source	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F31f1.	New Item	New Item			Were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school or from an outside source? Orientation and mobility services (to help individuals navigate their environment)	1. Received through school 2. Received through outside source	
F32a.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful	Overall, how helpful are/were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school? Help developing capability to dress, clean, care for self	1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful	Question was modified to ask specifically about services for positive skills and behaviors received within the school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F32b.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school? Help connecting students to community skill- and behavior-related services, supports, or activities (e.g., assistive technology, networking)	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive skills and behaviors received within the school.
F32c.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school? Speech or language therapy, or communication services	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive skills and behaviors received within the school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F32d.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school? Psychological or mental health services or counseling	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive skills and behaviors received within the school.
F32e.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school? Physical or occupational therapy	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive skills and behaviors received within the school.
F32f.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful are/were each of the following services for positive skills and behaviors {CFNAME} and your family have received from the school? Orientation and mobility services (to help individuals navigate their environment)	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive skills and behaviors received within the school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F33a.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Reader or interpreter, including sign language</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive life functioning?</p> <p>Reader or interpreter, including sign language</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive life functioning received within and outside of school.</p> <p>Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F33b.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Audiology services for hearing problems</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive life functioning?</p> <p>Audiology services for hearing problems</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive life functioning received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F33c.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Special transportation because of disability</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		<p>During the past 12 months, has {CFNAME} received any of the following services for positive life functioning?</p> <p>Special transportation because of disability</p>	<p>1. Yes 2. No - Service was needed, but not available 3. No - Service was not needed 4. Don't know</p>	<p>This question combines two original questions to capture services for positive life functioning received within and outside of school. Response options were revised to include two "No" options to specify why a service was not received.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F33a1.	New Item	New Item			Were each of the following services for positive life functioning {CFNAME} and your family have received from the school or from an outside source? Reader or interpreter, including sign language	1. Received through school 2. Received through outside source	
F33b1.	New Item	New Item			Were each of the following services for positive life functioning {CFNAME} and your family have received from the school or from an outside source? Audiology services for hearing problems	1. Received through school 2. Received through outside source	
F33c1.	New Item	New Item			Were each of the following services for positive life functioning {CFNAME} and your family have received from the school or from an outside source? Special transportation because of disability	1. Received through school 2. Received through outside source	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F34a.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful {are/were} each of the following services for positive life functioning {CFNAME} and your family have received from the school? Reader or interpreter, including sign language	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive life functioning received within the school.
F34b.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful {are/were} each of the following services for positive life functioning {CFNAME} and your family have received from the school? Audiology services for hearing problems	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive life functioning received within the school.
F34c.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Overall, how helpful {are/were} each of the following services for positive life functioning {CFNAME} and your family have received from the school? Special transportation because of disability	<ol style="list-style-type: none"> 1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful 	Question was modified to ask specifically about services for positive life functioning received within the school.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F35.	NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31)	Modified	<p>D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?</p> <p>Other accommodations or services (specify)</p> <p>1. Yes 2. No</p> <p>D32. Below is a list of programs and services schools may offer to help students prepare for life after high school. For each, please indicate if [YOUTH] took part during this school year, that is, 2012-2013.</p> <p>Has [he/she] taken part in a program or service that provides ...</p> <p>1. Yes 2. No</p>		During the past 12 months, has {CFNAME} received any other services? If so, please specify what those services were.	<p>1. Yes (Please specify)</p> <p>2. No</p> <p>3. Don't know</p>	This question combines two original questions to capture services received within and outside of school. Response options were revised so that the respondent can specify the "other service".

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F35a.	New Item	New Item			Were the services for {FILL FROM F35} {CFNAME} and your family have received from the school or from an outside source?	1. Received through school 2. Received through outside source 3. Don't know	
F36.	ECLS-K (Parent, K; CHQ.400)	Modified	Overall, how helpful {are/were} the special services your child or family {is receiving/received}?	1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful	Overall, how helpful were the services {CFNAME} and your family have received from the school? {TEXT FROM F35.}	1. Very helpful 2. Helpful 3. Not helpful 4. Not at all helpful	Question was modified to ask specifically about services received within the school.
G02.	ECLS-K:2011 (Parent, K; EMQ.030)	Modified	{Were you/Was {NAME}} on leave or vacation from a job?	1. Yes 2. No	Was [HH#FNAME] [HH#LNAME] on leave or vacation from a job?	1. Yes 2. No	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household.
G03.	ECLS-K:2011 (Parent, K; EMQ.060)	Modified	{Have you/Has {NAME}} been actively looking for work in the past 4 weeks?	1. Yes 2. No	Has [HH#FNAME] been actively looking for work in the past 4 weeks?	1. Yes 2. No	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household.
G04.	New Item	New Item	Have {you/ {NAME}} worked at a job for pay in the last 5 years?	1. Yes 2. No	Has [HH#FNAME] worked at a job for pay in the last 5 years?	1. Yes 2. No	

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G05.	ECLS-K:2011 (Parent, K; EMQ,080)	Modified	What {were you/was {NAME}} doing most of last week? Would you say ...	1. Keeping house or caring for children 2. Going to school 3. Retired 4. Unable to work 91. Something else? (Specify)	What was [HH#FNAME] [HH#LNAME] doing most of last week? Would you say...	1. Keeping house or caring for children 2. Going to school 3. Retired 4. Unable to work 91. Something else? (Specify)	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household.
G06.	ECLS-K:2011 (Parent, K; EMQ,080S)	Modified	Please enter what {you were/{NAME} was} doing most of last week.	_____ Enter description	Please enter what [HH#FNAME] [HH#LNAME] was doing most of last week.	_____ Enter description	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household.
G07.	ECLS-K:2011 (Parent, K; EMQ,040)	Modified	How many jobs {do you/does {NAME}} have now?	____ ____ Enter number of jobs	How many jobs does [HH#FNAME] [HH#LNAME] have now?	____ ____ Enter number of jobs	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household.
G08.	ECLS-K:2011 (Parent, K; EMQ,050)	Modified	About how many total hours per week {do you/does {NAME}} usually work for pay?	1. ____ ____ Enter number of weekly hours between 1 and 80 {Range 1-80} 2. More than 80 hours per week	About how many total hours per week does [HH#FNAME] [HH#LNAME] usually work for pay?	____ ____ Enter number of weekly hours	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G09a.	ECLS-K:2011 (Parent, K; EMQ.120)	Modified	For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?	_____ Enter employer name	Who does [HH#FNAME] [HH#LNAME] work for?	_____ Enter employer name	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household.
G09b.	ECLS-K:2011 (Parent, K; EMQ.120)	Modified	For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?	_____ Enter employer name	Who did [HH#FNAME] [HH#LNAME] work for the last time [he/she] worked?	_____ Enter employer name	Question text updated to ask about a specific named individual of interest for clarity and remove "were you" to avoid confusion about primary parents or guardians in the household. Question text revised to ask about previous employer if parent/guardian not currently working.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G10a.	ECLS-K:2011 (Parent, K; EMQ.130)	Modified	EMQ.130 What kind of business or industry {is/was} this? PROBE: What do they make or do? PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, farming. CAPI INSTRUCTION: DISPLAY "IS" IF EMQ.020 = 1 OR EMQ.030 = 1. OTHERWISE, DISPLAY "WAS".	_____ _____ _____ ENTER INDUSTRY DESCRIPTION	What kind of business or industry is this?	<ol style="list-style-type: none"> 1. Construction (Buildings, alterations and public works) 2. Governments (Local, state and Federal agencies) 3. Foreign Trade (Exports, imports and participants) 4. Manufacturing (Companies, operations and shipments, products) 5. Mining (Minerals, gases and initial processing) 6. Retail (Merchandise for personal or home use) 7. Services (Personal, business and transport services) 8. Wholesale (Merchandise for business use) 9. Other (Specify) 	<p>Response option was changed from a text entry to a list of possible industries to choose from as a means to reduce respondent burden by narrowing the potential variety of industries entered to general categories.</p> <p>Question text revised to be present tense only to ask about job if currently working.</p>

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G10b.	ECLS-K:2011 (Parent, K; EMQ.130)	Modified	EMQ.130 What kind of business or industry {is/was} this? PROBE: What do they make or do? PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, farming. CAPI INSTRUCTION: DISPLAY "IS" IF EMQ.020 = 1 OR EMQ.030 = 1. OTHERWISE, DISPLAY "WAS".	_____ _____ _____ ENTER INDUSTRY DESCRIPTION	What kind of business or industry was this?	1. Construction (Buildings, alterations and public works) 2. Governments (Local, state and Federal agencies) 3. Foreign Trade (Exports, imports and participants) 4. Manufacturing (Companies, operations and shipments, products) 5. Mining (Minerals, gases and initial processing) 6. Retail (Merchandise for personal or home use) 7. Services (Personal, business and transport services) 8. Wholesale (Merchandise for business use) 9. Other (Specify)	Response option was changed from a text entry to a list of possible industries to choose from as a means to reduce respondent burden by narrowing the potential variety of industries entered to general categories. Question text revised to be past tense only to ask about previous job if parent/guardian not currently working.
G11a.	ECLS-K:2011 (Parent, K; EMQ.140)	Modified	What kind of work {are/is/were/was} {you/{NAME}} doing?	_____ _____ _____ Enter job title	What kind of work is [HH#FNAME] [HH#LNAME] doing?	_____ _____ _____ Enter job title	Question text updated to ask about a specific named individual of interest for clarity and remove fills to avoid confusion about primary parents or guardians in the household. Question text revised to be present tense only.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G11b.	ECLS-K:2011 (Parent, K; EMQ.140)	Modified	What kind of work {are/is/were/was} {you/{NAME}} doing?	_____ Enter job title	What kind of work was [HH#FNAME] [HH#LNAME] doing?	_____ Enter job title	Question text updated to ask about a specific named individual of interest for clarity and remove fills to avoid confusion about primary parents or guardians in the household. Question text revised to ask about previous employer if parent/guardian not currently working.
G12a.	ECLS-K:2011 (Parent, K; EMQ.150)	Modified	What {are/is/were/was} {your/{NAME}}'s most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?	_____ Enter job duties	What are [HH#FNAME] [HH#LNAME]'s most important activities or duties on this job? What does [HH#FNAME] [HH#LNAME] actually do at this job?	_____ Enter job duties	Question text updated to ask about a specific named individual of interest for clarity and remove fills to avoid confusion about primary parents or guardians in the household. Question text revised to be present tense only.
G12b.	ECLS-K:2011 (Parent, K; EMQ.150)	Modified	What {are/is/were/was} {your/{NAME}}'s most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?	_____ Enter job duties	What were [HH#FNAME] [HH#LNAME]'s most important activities or duties on this job? What did [HH#FNAME] [HH#LNAME] actually do at this job?	_____ Enter job duties	Question text updated to ask about a specific named individual of interest for clarity and remove fills to avoid confusion about primary parents or guardians in the household. Question text revised to ask about previous employer if parent/guardian not currently working.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G13.	ECLS-K (Parent, 8; PAQ. 100)	Modified	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?	1. \$25,000 or less, or 2. More than \$25,000?	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?	1 \$5,000 or less 2 \$5,001 to \$10,000 3 \$10,001 to \$15,000 4 \$15,001 to \$20,000 5 \$20,001 to \$25,000 6 \$25,001 to \$30,000 7 \$30,001 to \$35,000 8 \$35,001 to \$40,000 9 \$40,001 to \$45,000 10 \$45,001 to \$50,000 11 \$50,001 to \$55,000 12 \$55,001 to \$60,000 13 \$60,001 to \$65,000 14 \$65,001 to \$70,000 15 \$70,001 to \$75,000 16 \$75,001 to \$80,000 17 \$80,001 to \$85,000 18 \$85,001 to \$90,000 19 \$90,001 to \$95,000 20 \$95,001 to \$100,000 21 \$100,001 to \$110,000 22 \$110,001 to \$120,000 23 \$120,001 to \$130,000 24 \$130,001 to \$140,000 25 \$140,001 to \$150,000 26 \$150,001 to \$160,000 27 \$160,001 to \$170,000 28 \$170,001 to \$180,000 29 \$180,001 to \$190,000 30 \$190,001 to \$200,000 31 \$200,001 to \$225,000 32 \$225,001 to \$250,000 33 \$250,001 to \$275,000	Response options were expanded for more specificity while reducing respondent burden to enter specific income as in other approaches.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G14.	ELS:2002 (Parent, baseline, 83)	Modified	Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school?	<ol style="list-style-type: none"> 1. Started a savings account 2. Bought an insurance policy 3. Bought U.S. savings bonds 4. Made investments in stocks or real estate 5. Set up a college investment fund (such as a mutual fund) 6. Started working another job and/or more hours 7. Established another form of savings 8. Reduced other expenses in some way (e.g., pay off car, put off vacations or other expenses) 9. Planned to reduce other expenses in some way 10. Re-mortgaged your property or took out a home equity loan 11. Planned to re-mortgage your property or take out a home equity loan 12. Had your child put aside earnings 13. Participated in a state-sponsored college savings program 14. Nothing 	Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school?	<ol style="list-style-type: none"> 1. Started a savings account 2. Bought an insurance policy 3. Bought U.S. savings bonds 4. Made investments in stocks or real estate 5. Set up a college investment fund (such as a mutual fund) 6. Started working another job and/or more hours 7. Established another form of savings 8. Reduced other expenses in some way (e.g., pay off car, put off vacations or other expenses) 9. Planned to reduce other expenses in some way 10. Re-mortgaged your property or took out a home equity loan 11. Planned to re-mortgage your property or take out a home equity loan 12. Had your child put aside earnings 13. Participated in a state-sponsored college savings program (such as a 529 plan) 14. Other (please specify) 	Question revised to ask about all household members.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G15.	HSL:09 (Parent, Baseline, Sect. F, Q 21)	Unchanged			About how much money has been set aside for {his/her} future educational needs?	1. None 2. \$2,000 or less 3. \$2,001-\$5,000 4. \$5,001-\$10,000 5. \$10,001-\$15,000 6. \$15,001-\$25,000 7. \$25,001-\$35,000 8. \$35,001-\$60,000 9. More than \$60,000	
H01.	ECLS-K (Parent, Grade K; CMQ.030)	Modified	How long has {CHILD} lived in {his/her} current residence?	__ __ AND __ __ ENTER YEARS ENTER MONTHS or REFUSED DON'T KNOW	How long has {CFNAME} lived in {his/her} current residence?	Select number of years [DROP DOWN R: <1 year- >15 years]	The response option was changed to a drop down including options from <1 year to >15 years, increasing the overall range from the original 0-8 years to be more appropriate for this age group.
H02.	ECLS-K (Parent, Grade K; CMQ.010)	Modified	Since {CHILD} was born, how many different places has {he/she} lived for four months or more?	__ __ Enter number of places	In the last 5 years how many different places has {CFNAME} lived for four months or more?	Select number of years [DROP DOWN R: 0 through 20 or more]	Timeframe changed from "since birth" to "last 5 years" to reflect the age of this sample.
H03a.	HSL:09 (Parent, Baseline; Sect. D)	Modified	How many times has [your 9th grader] changed schools since [he/she] entered kindergarten? Do not count changes that occurred as a result of promotion to the next grade or level, for instance, a move from an elementary school to a middle school or from a middle school to a high school in the same district.	__ __ Enter number of times	How many times has {CFNAME} changed schools since {he/she} entered kindergarten as a result of grade promotion?	1. __ __ Enter number of times	Original question was split into two questions to distinguish change of school due to promotion and change for other reasons.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H03b.	HSL:09 (Parent, Baseline; Sect. D)	Modified	How many times has [your 9th grader] changed schools since [he/she] entered kindergarten? Do not count changes that occurred as a result of promotion to the next grade or level, for instance, a move from an elementary school to a middle school or from a middle school to a high school in the same district.	__ __ Enter number of times	How many times has {CFNAME} changed schools since {he/she} entered kindergarten for a reason other than grade promotion?	1. __ __ Enter number of times	Original question was split into two questions to distinguish change of school due to promotion and change for other reasons.
H04.	New Item	New Item			Is {CFNAME} attending a different school this year than the one {he/she} had attended last school year?	1. Yes 2. No	
I01a.	HSL:09 (Student, Baseline; Sect. E)	Modified	Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?	Your mother or female guardian Your father or male guardian Your friends A favorite teacher A school counselor None of these people	Since the start of this school year, how often have you discussed the following with {CFNAME}? Selecting a math course to take next school year	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question subject changed from student to parent to reflect different respondent. Question text and response options changed to capture frequency of conversation accordingly.

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
I01b.	HSL:09 (Parent, First Follow Up 2012, Section B, Q14a)	Modified	Since the start of the 2011-2012 school year, about how often have you discussed the following with [teenager]? Selecting courses or programs at school	1=Never 2=Once or twice 3=Three or four times 4=More than four times	Since the start of this school year, how often have you discussed the following with {CFNAME}? Selecting courses other than math to take next school year	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The question text was revised to ask about child generally, rather than about teenager, and to ask about "courses other than math " to compliment item I01a, which asks about math courses specifically. Response options revised to aid in recall and for consistency with related items .
I01c.	HSL:09 (Parent, First Follow Up 2012, Section B, Q14b)	Modified	Since the start of the 2011-2012 school year, about how often have you discussed the following with [teenager]? Preparing for college entrance exams such as ACT, SAT, or ASVAB	1=Never 2=Once or twice 3=Three or four times 4=More than four times	Since the start of this school year, how often have you discussed the following with {CFNAME}? Preparing for college entrance exams such as ACT, SAT, or ASVAB	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The question text was revised to ask about child generally, rather than about teenager. Response options revised to aid in recall and for consistency with related items .
I01d.	HSL:09 (Parent, First Follow Up 2012, Section B, Q14c)	Modified	Since the start of the 2011-2012 school year, about how often have you discussed the following with [teenager]? Applying to college or other schools after high school	1=Never 2=Once or twice 3=Three or four times 4=More than four times	Since the start of this school year, how often have you discussed the following with {CFNAME}? Applying to college or other schools after high school	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The question text was revised to ask about child generally, rather than about teenager. Response options revised to aid in recall and for consistency with related items .

MGLS:2017 Parent Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
I01e.	HSL:09 (Parent, First Follow Up 2012, Section B, Q14d)	Modified	Since the start of the 2011-2012 school year, about how often have you discussed the following with [teenager]? Careers [he/she] might be interested in	1=Never 2=Once or twice 3=Three or four times 4=More than four times	Since the start of this school year, how often have you discussed the following with {CFNAME}? Careers {CFNAME} might be interested in	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The question text was revised to ask about child generally, rather than about teenager. Response options revised to aid in recall and for consistency with related items .
I02.	ECLS-K (Parent, Grade 8; PIQ.070)	Unchanged			How far in school do you expect {CFNAME} to go? Would you say you expect {he/she} ...	1. Won't finish high school 2. Will graduate from high school, but won't go any further 3. Will go to a technical or trade school after high school 4. Will attend college 5. Will graduate from college 6. Will attend a higher level of school after graduating from college 7. Don't know	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A01.	TIMSS (Teacher Grade 8, 2011; 12)	Modified	How many students are in this class?	_____ students (write in a number)	How many students are enrolled in this class?		Added "enrolled" to clarify this item is about enrollment and not typical attendance
A01a.	ECLS-K (Math Teacher, Grade 8;14)	Modified	Which of the following best describes this student's mathematics course? MARK ONE RESPONSE ONLY – IF THE STUDENT IS ENROLLED IN MORE THAN ONE MATHEMATICS COURSE, PLEASE ANSWER FOR THE COURSE THAT YOU CONSIDER MOST ADVANCED.	General mathematics Introduction to Algebra/Pre-algebra Algebra Integrated or sequential mathematics Algebra II Geometry	Please provide some information about your [CLASS NAME] class. Which of the following best describes this mathematics course?	Grade 6 general mathematics Grade 6 honors mathematics Grade 6 remedial mathematics Grade 7 general mathematics Grade 7 honors mathematics Grade 7 remedial mathematics Grade 8 general mathematics Grade 8 honors mathematics Grade 8 remedial mathematics Introduction to algebra/ pre-algebra Algebra Algebra II Geometry	Modified to reflect this question is being asked at the classroom level rather than for a particular child and might be asked more than once. Added response options to account for classes that might be referred to by grade level.
A02a.	ECLS-K (Teacher, Grade 5; A10f)	Modified	How many children in your class... Are below grade level in their mathematics skills? WRITE NUMBER IN BOX. IF NON, WRITE "0"		What percentage of students in this [CLASS NAME] class... Are below grade level in their mathematics skills? If none, enter "0."		Revised response format to ask for a percentage instead of a count to reduce respondent burden.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A02b.	ECLS-K (Teacher, Grade 5; A10g)	Modified	How many students in your class ... Are about on grade level in their mathematics skills? WRITE NUMBER IN BOX. IF NONE, WRITE "0."		What percentage of students in this [CLASS NAME] class... Are about on grade level in their mathematics skills? If none, enter "0."		Revised response format to ask for a percentage instead of a count to reduce respondent burden.
A02c.	ECLS-K (Teacher, Grade 5; A10h)	Modified	How many students in your class ... Are above grade level in their mathematics skills? WRITE NUMBER IN BOX. IF NONE, WRITE "0."		What percentage of students in this [CLASS NAME] class... Are above grade level in their mathematics skills? If none, enter "0."		Revised response format to ask for a percentage instead of a count to reduce respondent burden.
A03	Modified ECLS-K (Teacher, Grade 5; A11)	Unchanged			At this point in the school year, how would you rate the behavior of the students in this class?	Group misbehaves very frequently and is almost always difficult to handle. Group misbehaves frequently and is often difficult to handle. Group misbehaves occasionally. Group behaves well. Group behaves exceptionally well.	
B01.	New item	New item			The curriculum used for this class is...	Locally or district-designed State-designed Nationally-designed Other	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02.	New item	New item			What do you use as your primary basis for instruction for this class?	Textbook (Print) E-book District or state educational content repository Open educational resources Other	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03.	TCG (Grades 7-8 Teacher, 2012-2013; 3b)	Modified	Which one of the following textbooks do you use the most in your class?	<p>Holt Mathematics Course 1; Holt, Rinehart & Winston Holt Mathematics Course 2; Holt, Rinehart & Winston Holt Mathematics Course 3; Holt, Rinehart & Winston Holt Pre-Algebra; Holt, McDougal Holt Algebra I; Holt, McDougal Saxon Math Algebra 1; McDougal Littell / Houghton Mifflin Algebra; Prentice Hall Algebra 1; Glencoe / McGraw-Hill Contemporary Mathematics in Context; Glencoe / McGraw-Hill Integrated Mathematics; McDougal Littell / Houghton Mifflin</p>	Which one of the following textbooks or e-books do you use in this class as your primary source of instruction?	<p>Algebra 1; Glencoe / McGraw-Hill Algebra 1; McDougal Littell / Houghton Mifflin Algebra; Prentice Hall Big Ideas Math Common Core; Houghton Mifflin Harcourt Connected Mathematics Program (CMP) 2 Connected Mathematics Program (CMP) 3 Contemporary Mathematics in Context; Glencoe / McGraw-Hill Everyday Mathematics (UCSMP); Everyday Learning Geometry; Holt Glencoe Math Common Core Edition Course 2 Glencoe Math Course 1 Glencoe Mathematics Applications and Concepts Course 1; Glencoe/McGraw-Hill Glencoe Mathematics Applications and Concepts Course 2; Glencoe/McGraw-Hill Glencoe Mathematics Applications and Concepts Course 3; Glencoe/McGraw-Hill Go Math!; Houghton Mifflin Harcourt</p>	Added "primary source" to account for later question asking about supplemental textbooks. Also added "e-books" to item stem and additional response options to reflect current book formats and textbook names in use.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03a.	TCG (Grades 7-8 Teacher, 2012-2013; 3b)	Modified	Publication year: _ _ _ _ _		Please indicate the publication year of [FILL TEXTBOOK NAME from B03].		Question text modified for clarity and to specify book name because series now includes more than one textbook question.
B03b.	TCG (Grades 7-8 Teacher, 2012-2013; 3b)	Modified	Please specify the grade level(s) of book used.	1. Grade 5 2. Grade 6 3. Grade 7 4. Grade 8 5. Grade 9	Please indicate the grade level of [FILL TEXTBOOK NAME from B03].	Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Not applicable Textbook (Print) E-book District or state educational content repository Open educational resources Other Specify I do not use additional resources to supplement instruction	Question text modified for clarity and to specify book name because series now includes more than one textbook question.
B04.	New item	New item			Which of the following do you use to supplement your primary basis for instruction for this class?		

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B05.	TCG (Grades 7-8 Teacher, 2012-2013; 3b)	Modified	What additional textbooks do you use to supplement your instruction?	<p>Holt Mathematics Course 1; Holt, Rinehart & Winston Holt Mathematics Course 2; Holt, Rinehart & Winston Holt Mathematics Course 3; Holt, Rinehart & Winston Holt Pre-Algebra; Holt, McDougal Holt Algebra I; Holt, McDougal Saxon Math Algebra 1; McDougal Littell / Houghton Mifflin Algebra; Prentice Hall Algebra 1; Glencoe / McGraw-Hill Contemporary Mathematics in Context; Glencoe / McGraw-Hill Integrated Mathematics; McDougal Littell / Houghton Mifflin</p>	What additional textbooks or e-books do you use to supplement your instruction?	<p>Algebra 1; Glencoe / McGraw-Hill Algebra 1; McDougal Littell / Houghton Mifflin Algebra; Prentice Hall Big Ideas Math Common Core; Houghton Mifflin Harcourt Connected Mathematics Program (CMP) 2 Connected Mathematics Program (CMP) 3 Contemporary Mathematics in Context; Glencoe / McGraw-Hill Everyday Mathematics (UCSMP); Everyday Learning Geometry; Holt Glencoe Math Common Core Edition Course 2 Glencoe Math Course 1 Glencoe Mathematics Applications and Concepts Course 1; Glencoe/McGraw-Hill Glencoe Mathematics Applications and Concepts Course 2; Glencoe/McGraw-Hill Glencoe Mathematics Applications and Concepts Course 3; Glencoe/McGraw-Hill Go Math!; Houghton Mifflin Harcourt</p>	Modified question text to repeat the TCG series about supplementary textbooks rather than primary source. Also added "e-books" to item stem and additional response options to reflect current book formats and textbook names in use.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B05a.	TCG (Grades 7-8 Teacher, 2012-2013; 3b)	Modified	Publication year: _ _ _ _ _		Please indicate the publication year of [SUPPLEMENTARY TEXTBOOK].		Question text modified for clarity and to specify supplementary textbooks because series now includes more than one textbook question.
B05b.	TCG (Grades 7-8 Teacher, 2012-2013; 3b)	Modified	Please specify the grade level(s) of book used.	1. Grade 5 2. Grade 6 3. Grade 7 4. Grade 8 5. Grade 9	Please indicate the grade level of [FILL SUPPLEMENTAL TEXTBOOK NAME from B05].	Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Not applicable	Question text modified for clarity and to specify supplementary textbooks because series now includes more than one textbook question.
B06.	New item	New item			These questions ask about how much time is scheduled for this class. How many weeks per year is the class held?		
B07.	New item	New item			How many days per week is the class typically held?	One day Two days Three days Four days Five days Six days	
B08.	New item	New item			How many minutes per day is the class typically held?		

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09a.	TCG (Grades 7-8 Teacher, 2012-2013; 9, RP1)	Modified	<p>The purpose of this item is to obtain a description of the specific mathematical content areas you covered or plan to cover in your course this academic year.</p> <p>On the next few pages is a list of 40 content areas covering materials that may be taught in grades 7 & 8. Please respond to the entire list so that we may obtain an indication of the topics covered in your class that is as complete and accurate as possible.</p> <p>Before marking, please read quickly through the entire list to obtain an idea of where various content areas you've taught may be found. (Note: not all areas are necessarily appropriate for your class).</p> <p>For each listed content area, indicate the approximate number of lessons you taught in the content area during this school year to your class.</p> <p>To what extent have you or will you teach each of the following topics in your course</p>	<ol style="list-style-type: none"> 1. None 2. One or less 3. 2 – 5 4. 6 – 10 5. 11 – 15 6. > 15 	<p>The purpose of this item is to obtain a description of the specific mathematical content areas you covered or plan to cover in your course this academic year.</p> <p>Following is a list of content areas covering materials that may be taught in grades 6, 7 & 8. Please respond to the entire list so that we may obtain an indication of the topics covered in your class that is as complete and accurate as possible. (Note: not all areas are necessarily appropriate for your class).</p> <p>For each listed content area, indicate the approximate number of class periods during this school year when the content area was or will be a primary focus in your [CLASS NAME] class.</p> <p>To what extent have you or will you teach each of the following topics in this course during this school year?</p> <p>Indicate the number of class periods.</p>	<p>None</p> <p>One or less</p> <p>2 to 5</p> <p>6 to 10</p> <p>11 to 15</p> <p>More than 15</p>	<p>Introduction text for the B09 item series was updated to reflect grades 6-8 and mixed mode approach (web and paper administration).</p> <p>Also question text modified to report on instruction when the content area is or will be the primary focus of the class. This was done to ease respondent recall.</p>

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09b.	TCG (Grades 7-8 Teacher, 2012-2013; 9, RP2)	Unchanged			<p>To what extent have you or will you teach each of the following topics in this course during this school year?</p> <p>Indicate the number of class periods.</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>None One or less 2 to 5 6 to 10 11 to 15 More than 15</p>	
B09c.	TCG (Grades 7-8 Teacher, 2012-2013; 9, NS1)	Unchanged			<p>To what extent have you or will you teach each of the following topics in this course during this school year?</p> <p>Indicate the number of class periods.</p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>	<p>None One or less 2 to 5 6 to 10 11 to 15 More than 15</p>	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09d.	TCG (Grades 7-8 Teacher, 2012-2013; 9, NS2)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Compute fluently with multi-digit numbers and find common factors and multiples.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	
B09e.	TCG (Grades 7-8 Teacher, 2012-2013; 9, NS3)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Apply and extend previous understandings of numbers to the system of rational numbers.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09f.	TCG (Grades 7-8 Teacher, 2012-2013; 9, NS4)	Unchanged			<p>To what extent have you or will you teach each of the following topics in this course during this school year?</p> <p>Indicate the number of class periods.</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>None One or less 2 to 5 6 to 10 11 to 15 More than 15</p>	
B09g.	TCG (Grades 7-8 Teacher, 2012-2013; 9, NS5)	Unchanged			<p>To what extent have you or will you teach each of the following topics in this course during this school year?</p> <p>Indicate the number of class periods.</p> <p>Know that there are numbers that are not rational and approximate them by rational numbers.</p>	<p>None One or less 2 to 5 6 to 10 11 to 15 More than 15</p>	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09h.	TCG (Grades 7-8 Teacher, 2012-2013; 9, F1)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Define, evaluate and compare functions.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	
B09i.	TCG (Grades 7-8 Teacher, 2012-2013; 9, F2)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Use functions to model relationships between quantities.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09j.	TCG (Grades 7-8 teacher, 2012 2013; 9, EE1)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Apply and extend previous understandings of arithmetic to algebraic expressions.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	
B09k.	TCG (Grades 7-8 teacher, 2012 2013; 9, EE2)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Reason about and solve one-variable equations and inequalities.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09l.	TCG (Grades 7-8 teacher, 2012 2013; 9, EE3)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Represent and analyze quantitative relationships between dependent and independent variables.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	
B09m.	TCG (Grades 7-8 teacher, 2012 2013; 9, EE4)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Use properties of operations to generate equivalent expressions.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09n.	TCG (Grades 7-8 teacher, 2012-2013; 9, EE5)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	
B09o.	TCG (Grades 7-8 Teacher, 2012-2013; 9, EE6)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Work with radicals and integer exponents.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09p.	TCG (Grades 7-8 Teacher, 2012-2013; 9, EE7)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Understand the connections between proportional relationships, lines, and linear equations.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	
B09q.	TCG (Grades 7-8 teacher, 2012-2013; 9, EE8)	Unchanged			To what extent have you or will you teach each of the following topics in this course during this school year? Indicate the number of class periods. Analyze and solve linear equations and pairs of simultaneous linear equations.	None One or less 2 to 5 6 to 10 11 to 15 More than 15	
B10a.	ECLS-K (Math Teacher, Grade 8; 20i)	Modified	How often do the students in this class engage in the following? Write about how to solve a mathematics problem	1. Almost every day 2. Once or twice a week 3. Once or twice a month 4. Never or hardly ever	How often do the students in this [CLASS NAME] class... Explain how to solve a mathematics problem (either verbally or in writing).	Almost every day Once or twice a week Once or twice a month Never or hardly ever	Introductory test modified to remove unnecessary text. Tem text modified to reflect student can explain in more than one way.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B10b.	ECLS-K (Math Teacher, Grade 8; 20k)	Unchanged			How often do the students in this [CLASS NAME] class... Work on problems for which there is no immediate solution.	Almost every day Once or twice a week Once or twice a month Never or hardly ever	
B10c.	New Item	New Item			How often do the students in this [CLASS NAME] class... Practice solving routine items to develop or maintain fluency.	Almost every day Once or twice a week Once or twice a month Never or hardly ever	
B11a.	Teacher as Social Context (TASC; 30)	Modified	I try to give this student a lot of choices about classroom assignments.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. I try to give students a lot of choices about classroom assignments.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.
B11b.	Teacher as Social Context (TASC; 33)	Modified	I have to lead this student through his/her schoolwork step by step.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. I have to lead students through their schoolwork step by step.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B11c.	Teacher as Social Context (TASC; 38)	Modified	I can't afford to let this student decide too many things about schoolwork for him/herself.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. I can't afford to let students decide too many things about schoolwork for themselves.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.
B11d.	Teacher as Social Context (TASC; 36)	Modified	I let this student make a lot of his/her own decisions regarding schoolwork.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. I let students make a lot of their own decisions regarding schoolwork.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.
B11e.	Teacher as Social Context (TASC; 32)	Modified	It's better not to give too many choices to this student.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. It's better not to give too many choices to students.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B11f.	Teacher as Social Context (TASC; 35)	Modified	I find myself telling this student every step to make when it comes to schoolwork.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. I find myself telling students every step to make when it comes to schoolwork.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.
B11g.	Teacher as Social Context (TASC; 37)	Modified	I can't let this student do things his/her own way.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. I can't let students do things their own way.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.
B11h.	Teacher as Social Context (TASC; 34)	Modified	When it comes to assignments, I'm always having to tell this student what to do.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class. When it comes to assignments, I'm always having to tell students what to do.	Not at all true A little bit true Somewhat true Mostly true Very true	Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B11i.	Teacher as Social Context (TASC; 31)	Modified	My general approach with this student is to give him/her as few choices as possible.	<ol style="list-style-type: none"> 1. Not at all true 2. Not very true 3. Sort of true 4. Very true 	<p>Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class.</p> <p>My general approach with students is to give them as few choices as possible.</p>	<p>Not at all true A little bit true Somewhat true Mostly true Very true</p>	<p>Question text updated to refer to students in this class rather than one particular student. Response options modified to align within and across MGLS:2017 instruments including increasing number of response options to increase variability.</p>
B12.	New item	New item			<p>Please indicate if the following technology devices are available for your use in the classroom.</p>	<p>Desktop or laptop Tablet Smartboard, or interactive whiteboard Interactive TV monitor LCD or DLP projector Smartphone Apps Digital camera Digital video recorder Graphing calculators Student or audience response system for polling Other No technology devices are available for use in the classroom</p>	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B13.	New item	New item			Please indicate if the following technology devices are available for student use in the classroom.	Desktop or laptop Tablet Smartboard, or interactive whiteboard Interactive TV monitor LCD or DLP projector Smartphone Apps Digital camera Digital video recorder Graphing calculators Student or audience response system for polling Other No technology devices are available for use in the classroom	
B14a.	NAEP (Teacher, 2013; II 13a)	Modified	In your eighth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in one oval on each line. Practice or review mathematics topics on the computer	1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Every day or almost every day	In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Practice or review mathematics topics.	Never Rarely Monthly Weekly Daily	Updated reference to technological resources in introduction text and dropped the specification “on the computer” in question text because these activities can be done on many non-computer platforms. Revised responses to ease respondent recall.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B14b.	New item	New item			In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Show work to the class in real time.	Never Rarely Monthly Weekly Daily	
B14c.	NAEP (Teacher, 2013; II 13c)	Modified	In your eighth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in one oval on each line. Research a mathematics topic on the Internet or CD-	1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Every day or almost every day	In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Research a mathematics topic.	Never Rarely Monthly Weekly Daily	Updated reference to technological resources in introduction text and dropped the specification "on the Internet or CD-ROM" in question text. Revised responses to ease respondent recall.
B14d.	NAEP (Teacher, 2013; II 13f)	Modified	In your eighth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in one oval on each line. Play mathematics computer games	1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Every day or almost every day	In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Play games.	Never Rarely Monthly Weekly Daily	Updated reference to technological resources in introduction text and dropped the specification "computer" in question text because these activities can be done on many non-computer platforms. Question text was modified to remove "mathematics" specification since many types of games could be used in a mathematics classroom. Revised responses to ease respondent recall.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B14e.	New item	New item			In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Create projects.	Never Rarely Monthly Weekly Daily	
B14f.	New item	New item			In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Collect and analyze data.	Never Rarely Monthly Weekly Daily	
B14g.	New item	New item			In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Conduct or watch simulations.	Never Rarely Monthly Weekly Daily	
B14h.	Pew Internet Survey (2013, Q16a)	Modified	Please tell us if you ever have your students to do any of the following... Submit assignments online	1. Yes 2. No	In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Submit assignments online.	Never Rarely Monthly Weekly Daily	Modified introductory text to specify a particular class to focus on rather than all students. Revised responses from yes/no to provide more options for respondents and increase variability.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B14i.	Pew Internet Survey (2013, Q16d)	Modified	<p>Please tell us if you ever have your students to do any of the following...</p> <p>Edit others' work or give others feedback using a collaborative web-based tool such as GoogleDocs</p>	<p>1. Yes 2. No</p>	<p>In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following?</p> <p>Edit others' work or give others feedback.</p>	<p>Never Rarely Monthly Weekly Daily</p>	<p>Modified introductory text to specify a particular class to focus on rather than all students. Revised introduction text and responses from yes/no format to provide more options for respondents and increase variability. Simplified wording of question text to not specify exact tool given introduction text accounts for various technological resources.</p>
B14j.	Pew Internet Survey (2013, Q16h)	Modified	<p>Please tell us if you ever have your students to do any of the following...</p> <p>Post their own work online where people other than their classmates or teachers can see it</p>	<p>1. Yes 2. No</p>	<p>In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following?</p> <p>Share or post their work for others to view at any time.</p>	<p>Never Rarely Monthly Weekly Daily</p>	<p>Modified introductory text to specify a particular class to focus on rather than all students. Revised introduction text and responses from yes/no format to provide more options for respondents and increase variability. Revised question text to focus on sharing/posting more generally.</p>

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B14k.	NAEP (Teacher, 2013; II.13b)	Modified	In your eighth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in one oval on each line. Extend mathematics learning with enrichment activities on the computer	1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Every day or almost every day	In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Extend mathematics learning with enrichment activities.	Never Rarely Monthly Weekly Daily	Updated reference to technological resources in introduction text and dropped the specification "on the computer" in question text because these activities can be done on many non-computer platforms. Revised responses to ease respondent recall.
B14l.	Pew Internet Survey (2013, Q16f)	Modified	Please tell us if you ever have your students to do any of the following... Participate in online discussions	1. Yes 2. No	In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Participate in online discussions.	Never Rarely Monthly Weekly Daily	Revised introduction text and responses from yes/no format to provide more options for respondents and increase variability.
B14m.	New item	New item			In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following? Fill free time.	Never Rarely Monthly Weekly Daily	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B14n.	New item	New item			Please list any other ways students in your class use technological resources and indicate how often they use technological resources in this way. If there are fewer other uses than the number of blank spaces provided, please leave any extra spaces empty and click "Next."	Never Rarely Monthly Weekly Daily	
B15a.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Collaborate with other teachers.	Never Rarely Monthly Weekly Daily	
B15b.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Encourage student participation in class.	Never Rarely Monthly Weekly Daily	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B15c.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Collect and analyze data for classroom examples and activities.	Never Rarely Monthly Weekly Daily	
B15d.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Collect and analyze assessment data for grading.	Never Rarely Monthly Weekly Daily	
B15e.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Send reminders or class information to students.	Never Rarely Monthly Weekly Daily	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B15f.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Provide homework help or learning support outside of class.	Never Rarely Monthly Weekly Daily	
B15g.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Develop videos of classroom instruction.	Never Rarely Monthly Weekly Daily	
B15h.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Compile links to external resources.	Never Rarely Monthly Weekly Daily	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B15i.	New item	New item			In your [CLASS NAME] class this year, how often do you use technological resources to do each of the following? Select one per row. Distribute study tools and self-assessments.	Never Rarely Monthly Weekly Daily	
B15j.	New item	New item			Please list any other ways you use technological resources in this class and indicate how often you use them in this way. If there are fewer other uses than the number of blank spaces provided, please leave any extra spaces empty and click "Next."	Never Rarely Monthly Weekly Daily	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G01	SASS (Teacher, 2011-2012, 18)	Modified	Which statement best describes the way YOUR classes at THIS school are organized?	<p>1. You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).</p> <p>2. You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).</p> <p>3. You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).</p> <p>4. You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day (sometimes called Team Teaching).</p> <p>5. You instruct a small number of selected</p>	Which statement best describes the way your mathematics classes at this school are organized?	<p>You instruct several classes of different students all or most of the day in one or more subjects (sometimes called departmentalized instruction).</p> <p>You instruct the same group of students all or most of the day in multiple subjects (sometimes called a self-contained class).</p> <p>You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "pull-out" class or "push-in" instruction).</p>	Introductory text modified to specify mathematic classes. Simplified responses to reflect expected school structures.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G02a_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Middle school counselor recommendation	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Counselor recommendation	Not at all important A little important Somewhat important Very important Not applicable	Changed question text to drop "middle school" to make appropriate for varying school configurations possible in this study. Added "not applicable" response based on cognitive laboratory findings.
G02b_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Middle school teacher recommendation	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Prior teacher recommendation	Not at all important A little important Somewhat important Very important Not applicable	Changed question text from "middle school teacher" to "prior teacher" to make appropriate for grade range in this study. Added "not applicable" response based on cognitive laboratory findings.
G02c_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Courses taken in middle school	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Courses taken previously	Not at all important A little important Somewhat important Very important Not applicable	Changed question text from "middle school" to "previously" to make appropriate for grade range in this study. Added "not applicable" response based on cognitive laboratory findings.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G02d_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Achievement in middle school courses	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Achievement in previous courses	Not at all important A little important Somewhat important Very important Not applicable	Changed question text from "middle school" to "previous" to make appropriate for grade range in this study. Added "not applicable" response based on cognitive laboratory findings.
G02e_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Results of a district or state end-of-year or end-of-course exams	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Results of district or state end-of-year or end-of-course exams	Not at all important A little important Somewhat important Very important Not applicable	Added "not applicable" response based on cognitive laboratory findings.
G02f_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Results of placement tests	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Results of placement tests	Not at all important A little important Somewhat important Very important Not applicable	Added "not applicable" response based on cognitive laboratory findings.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G02g_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Results of standardized tests	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Results of standardized tests	Not at all important A little important Somewhat important Very important Not applicable	Added "not applicable" response based on cognitive laboratory findings.
G02h_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Student career or education plan	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Student career or education plan	Not at all important A little important Somewhat important Very important Not applicable	Added "not applicable" response based on cognitive laboratory findings.
G02i_6,7,8	HSLs:09 (Counselor, Baseline; Section C)	Modified	How important is each of the following factors in placing a typical 9th grade student into a mathematics course? Student and/or parent or guardian selection	1. Not at all important 2. A little important 3. Somewhat important 4. Very important	In this school, how important is each of the following factors in placing a typical {FILL GRADES TAUGHT} grade student into a mathematics course? Student and/or parent or guardian selection	Not at all important A little important Somewhat important Very important Not applicable	Added "not applicable" response based on cognitive laboratory findings.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G03a.	MSP-MAP (Efficacy for Teaching Mathematics, 1)	Modified	Please indicate how confident you are for each of the following statements about your teaching. I am confident that I can... Answer students' mathematics-related questions.	1. Not at all confident 2 3. Somewhat confident 4 5. Very confident	Please indicate how confident you are for each of the following statements about your teaching. I am confident that I can... Answer students' mathematics-related questions	Not at all confident A little confident Somewhat confident Mostly confident Very confident	Updated response options to have anchors on values at 2 and 4 to aid respondent reporting.
G03b.	MSP-MAP (Efficacy for Teaching Mathematics, 2)	Modified	I am confident that I can... Explain to students how to do complex mathematics problems.	1. Not at all confident 2 3. Somewhat confident 4 5. Very confident	I am confident that I can... Explain to students how to do complex mathematics problems	Not at all confident A little confident Somewhat confident Mostly confident Very confident	Updated response options to have anchors on values at 2 and 4 to aid respondent reporting.
G03c.	MSP-MAP (Efficacy for Teaching Mathematics, 3)	Modified	I am confident that I can... Skillfully teach all the concepts covered in the mathematics curriculum.	1. Not at all confident 2 3. Somewhat confident 4 5. Very confident	I am confident that I can... Skillfully teach all the concepts covered in the mathematics curriculum	Not at all confident A little confident Somewhat confident Mostly confident Very confident	Updated response options to have anchors on values at 2 and 4 to aid respondent reporting.
G03d.	MSP-MAP (Efficacy for Teaching Mathematics, 4)	Modified	I am confident that I can... Help students master difficult concepts in mathematics.	1. Not at all confident 2 3. Somewhat confident 4 5. Very confident	I am confident that I can... Help students master difficult concepts in mathematics	Not at all confident A little confident Somewhat confident Mostly confident Very confident	Updated response options to have anchors on values at 2 and 4 to aid respondent reporting.
G03e.	MSP-MAP (Efficacy for Teaching Mathematics, 5)	Modified	I am confident that I can... Help all students make significant improvements in mathematics.	1. Not at all confident 2 3. Somewhat confident 4 5. Very confident	I am confident that I can... Help all students make significant improvements in mathematics	Not at all confident A little confident Somewhat confident Mostly confident Very confident	Updated response options to have anchors on values at 2 and 4 to aid respondent reporting.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G03f.	MSP-MAP (Efficacy for Teaching Mathematics, 6)	Modified	I am confident that I can... Design lessons that enable all my students to master the material in mathematics.	1. Not at all confident 2 3. Somewhat confident 4 5. Very confident	I am confident that I can... Design lessons that enable all my students to master the material in mathematics	Not at all confident A little confident Somewhat confident Mostly confident Very confident	Updated response options to have anchors on values at 2 and 4 to aid respondent reporting.
G03g.	MSP-MAP (Efficacy for Teaching Mathematics, 7)	Modified	I am confident that I can... Help students who have failed math in the past make significant progress.	1. Not at all confident 2 3. Somewhat confident 4 5. Very confident	I am confident that I can... Help students who have failed math in the past make significant progress	Not at all confident A little confident Somewhat confident Mostly confident Very confident	Updated response options to have anchors on values at 2 and 4 to aid respondent reporting.
G04a.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Makes clear to the staff his or her expectations for meeting instructional goals.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	Next, we would like to know more about your school's principal or administrator. How much do you disagree or agree with each of the following statements? The principal at this school... Makes clear to the staff his or her expectations for meeting instructional goals	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G04b.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Communicates a clear vision for our school.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Communicates a clear vision for our school	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G04c.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Sets high standards for teaching.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Sets high standards for teaching	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G04d.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Understands how students learn.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Understands how students learn	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G04e.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Sets high standards for student learning.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Sets high standards for student learning	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G04f.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Presses teachers to implement what they have learned in professional development.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Presses teachers to implement what they have learned in professional development	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G04g.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Carefully tracks student academic progress.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Carefully tracks student academic progress	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G04h.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Knows what's going on in my classroom.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Knows what's going on in my classroom	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G04i.	Consortium on Chicago School Research (Principal Instructional Leadership)	Modified	Please mark the extent to which you agree or disagree with each of the following: The principal at this school... Actively monitors the quality of teaching in this school.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements? The principal at this school... Actively monitors the quality of teaching in this school	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for clarity and to remove unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G05a.	HLSL:09 (Teacher, Baseline; Section B, c)	Modified	Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. Math teachers at your school... Believe all students can do well	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements about math teachers at your school? Math teachers at your school... Believe all students can do well	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text to remove high-school specific wording and unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G05b.	HSL:09 (Teacher, Baseline; Section B, e)	Modified	Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. Math teachers at your school... Have given up on their students	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements about math teachers at your school? Math teachers at your school... Have given up on their students	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text to remove high-school specific wording and unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G05c.	HSL:09 (Teacher, Baseline; Section B, f)	Modified	Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. Math teachers at your school... Care only about the smart students	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements about math teachers at your school? Math teachers at your school... Care only about the smart students	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text to remove high-school specific wording and unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G05d.	HSL:09 (Teacher, Baseline; Section B, g)	Modified	Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. Math teachers at your school... Expect very little from students	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements about math teachers at your school? Math teachers at your school... Expect very little from students	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text to remove high-school specific wording and unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G05e.	HSL:09 (Teacher, Baseline; Section B, h)	Modified	Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. Math teachers at your school... Work hard to make sure all students are learning	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	How much do you disagree or agree with each of the following statements about math teachers at your school? Math teachers at your school... Work hard to make sure all students are learning	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text to remove high-school specific wording and unnecessary text. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G06a.	CCSR Program Coherence Scale (Instructional Coherence)	Modified	To what extent do you disagree or agree with the following? Select one response per row. Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	To what extent do you disagree or agree with the following statements about teaching at your school? Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for added clarity. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G06b.	CCSR Program Coherence Scale (Instructional Coherence)	Modified	To what extent do you disagree or agree with the following? Select one response per row. There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree	To what extent do you disagree or agree with the following statements about teaching at your school? There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Modified question text for added clarity. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G07a.	ECLS-K (Teacher, Grade 5; 22b)	Modified	Please indicate the extent to which you agree with each of the following statements about your school's climate. The level of student misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	How much do you agree with each of the following statements about your school? The level of student misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Removed reference to "climate" in item introduction text as it applies to entire Section C. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G07b.	ECLS-K (Teacher, Grade 5; 22c)	Modified	Please indicate the extent to which you agree with each of the following statements about your school's climate. Many of the students I teach are not capable of learning the material I am supposed to teach them	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	How much do you agree with each of the following statements about your school? Many of the students I teach are not capable of learning the material I am supposed to teach them	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Removed reference to "climate" in item introduction text as it applies to entire Section C. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G07c.	ECLS-K (Teacher, Grade 5; 22d)	Modified	Please indicate the extent to which you agree with each of the following statements about your school's climate. I feel accepted and respected as a colleague by most staff members	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	How much do you agree with each of the following statements about your school? I feel accepted and respected as a colleague by most staff members	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Removed reference to "climate" in item introduction text as it applies to entire Section C. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.
G07d.	ECLS-K (Teacher, Grade 5; 22e)	Modified	Please indicate the extent to which you agree with each of the following statements about your school's climate. Teachers in this school are continually learning and seeking new ideas	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	How much do you agree with each of the following statements about your school? Teachers in this school are continually learning and seeking new ideas	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Removed reference to "climate" in item introduction text as it applies to entire Section C. Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G07e.	ECLS-K (Teacher, Grade 5; 22f)	Modified	<p>Please indicate the extent to which you agree with each of the following statements about your school's climate.</p> <p>Routine administrative duties and paperwork interfere with my job of teaching</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<p>How much do you agree with each of the following statements about your school?</p> <p>Routine administrative duties and paperwork interfere with my job of teaching. Paperwork includes items associated with Response to Intervention, alignment with the Common Core State Standards, or other initiatives</p>	<p>Strongly disagree</p> <p>Disagree</p> <p>Slightly disagree</p> <p>Slightly agree</p> <p>Agree</p> <p>Strongly agree</p>	<p>Removed reference to "climate" in item introduction text as it applies to entire Section C. Added text to provide further information on what is meant by paperwork.</p> <p>Updated response scale to align within and across MGLS:2017 instruments and increase variability in responses.</p>
G08a.	TIMSS (Teacher Grade 8, 2011; 7b)	Modified	<p>Thinking about your current school, indicate the extent to which you agree or disagree with the following statements.</p> <p>I feel safe at this school.</p>	<ol style="list-style-type: none"> 1. Agree a lot 2. Agree a little 3. Disagree a little 4. Disagree a lot 	<p>Indicate the extent to which you disagree or agree with each of the following statements about your school.</p> <p>I feel safe at this school</p>	<p>Strongly disagree</p> <p>Disagree</p> <p>Slightly disagree</p> <p>Slightly agree</p> <p>Agree</p> <p>Strongly agree</p>	<p>Removed reference to "current" school to remove unnecessary wording; updated responses to align within and across MGLS:2017 instruments and increase variability in responses.</p>

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
G08b.	TIMSS (Teacher Grade 8, 2011; 7c)	Modified	Thinking about your current school, indicate the extent to which you agree or disagree with the following statements. This school's security policies and practices are sufficient.	1. Agree a lot 2. Agree a little 3. Disagree a little 4. Disagree a lot	Indicate the extent to which you disagree or agree with each of the following statements about your school. This school's security policies and practices are sufficient	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Removed reference to "current" school to remove unnecessary wording; updated responses to align within and across MGLS:2017 instruments and increase variability in responses.
G08c.	TIMSS (Teacher Grade 8, 2011; 7e)	Modified	Thinking about your current school, indicate the extent to which you agree or disagree with the following statements. The students are respectful of the teachers.	1. Agree a lot 2. Agree a little 3. Disagree a little 4. Disagree a lot	Indicate the extent to which you disagree or agree with each of the following statements about your school. The students get along well with teachers	Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree	Removed reference to "current" school to remove unnecessary wording. Changed question text from "respectful of" to "get along well" to reflect positive rapport. Updated responses to align within and across MGLS:2017 instruments and increase variability in responses.
G09	New item	New item			Does this school lend or provide computers, tablets or similar devices to individual students?	Yes No	
G10	New item	New item			Thinking about students, is this a bring your own device (BYOD) school?	Yes No	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H01.	ECLS-K:2011 (Teacher, Grade 2; H5)	Modified	What is the highest level of education you have completed? Select one response.	1. Did not complete high school 2. High school diploma or equivalent/GED 3. Some college or technical or vocational school 4. Associate's degree 5. Bachelor's degree 6. Master's degree 7. Advanced professional degree beyond a master's degree (for example, Ph.D., M.D.)	What is the highest level of education you have completed?	Did not complete high school High school diploma or equivalent/GED Some college or technical or vocational school Associate's degree Bachelor's degree Master's degree Advanced professional degree beyond a master's degree (for example, Ph.D., Ed.D.)	Changed response option 7 example to include Ed.D., an advanced degree teachers are more likely to hold.
H02.	HSL:09 (Teacher, Baseline,	Unchanged			In what year did you receive your [RESPONSE TO H01]?	Year: _ _ _ _ _	
H03a.	ECLS-K (Teacher, Grade 8; 10, d)	Modified	Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? Select one per row. Elementary or secondary education.	1. Yes, a major 2. Yes, a minor or special emphasis 3. No	Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate or graduate coursework? Elementary education.	Yes, a major Yes, a minor or special emphasis No	Revised introduction text to consider undergraduate or graduate coursework given interest in whether the teacher majored or minored in one of these at any point in their higher education. Split the question text into two separate items to distinguish whether they majored or minored in elementary or secondary education.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H03b.	ECLS-K (Teacher, Grade 8; 10, d)	Modified	Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate coursework? Select one per row. Elementary or secondary education.	1. Yes, a major 2. Yes, a minor or special emphasis 3. No	Did you have a major, minor, or special emphasis in any of the following subjects as part of your undergraduate or graduate coursework? Secondary education	Yes, a major Yes, a minor or special emphasis No	Revised introduction text to consider undergraduate or graduate coursework given interest in whether the teacher majored or minored in one of these at any point in their higher education. Split the question text into two separate items to distinguish whether they majored or minored in elementary or secondary education.
H04a.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Algebra such as abstract algebra, linear algebra, or groups, rings, and fields.		How many college-level classes have you taken in the following branches of mathematics? Algebra such as abstract algebra, linear algebra, or groups, rings, and fields	None One or two Three or four Five or more	Question text was reordered for clarity. Response options were modified to give more information about the number of classes.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H04b.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Applied mathematics such as dynamical systems, game theory, information theory, mathematical modeling, or mathematical physics.		How many college-level classes have you taken in the following branches of mathematics? Applied mathematics such as dynamical systems, game theory, information theory, mathematical modeling, or mathematical physics	None One or two Three or four Five or more	Question text was reordered for clarity. Response options were modified to give more information about the number of classes.
H04c.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Calculus, analysis, or differential equations.		How many college-level classes have you taken in the following branches of mathematics? Calculus, analysis, or differential equations	None One or two Three or four Five or more	Question text was reordered for clarity. Response options were modified to give more information about the number of classes.
H04d.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Discrete mathematics, combinatorics, or graph theory.		How many college-level classes have you taken in the following branches of mathematics? Discrete mathematics, combinatorics, or graph theory	None One or two Three or four Five or more	Updated response options to give more information about the number of classes.
H04e.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Foundations, philosophy, history of mathematics, or logic.		How many college-level classes have you taken in the following branches of mathematics? Foundations, philosophy, history of mathematics, or logic	None One or two Three or four Five or more	Question text was reordered for clarity. Response options were modified to give more information about the number of classes.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H04f.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Geometry, trigonometry, or topology.		How many college-level classes have you taken in the following branches of mathematics? Geometry, trigonometry, or topology	None One or two Three or four Five or more	Question text was reordered for clarity. Response options were modified to give more information about the number of classes.
H04g.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Number theory.		How many college-level classes have you taken in the following branches of mathematics? Number theory	None One or two Three or four Five or more	Question text was reordered for clarity. Response options were modified to give more information about the number of classes.
H04h.	HSL:09 (Teacher, Baseline, Section A)	Modified	In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.) Probability or statistics.		How many college-level classes have you taken in the following branches of mathematics? Probability or statistics	None One or two Three or four Five or more	Question text was reordered for clarity. Response options were modified to give more information about the number of classes.
H04i.	New item	New item			How many college-level classes have you taken in the following branches of mathematics? Teaching mathematics	None One or two Three or four Five or more	

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H05a.	HSL:09 (Teacher, Baseline; Section A, b)	Modified	Including this school year, how many years have you taught high school (grades 9-12) math at any school?	Number of years: _____	Including this school year, how many years have you taught the following grades at any school... Please estimate to the nearest half year (for example, 4.5 years). Grade K-12 in any subject?	Number of years: _____	Modified to capture total years teaching any subject to K-12 students; added .5 years for greater degree of specificity.
H05b.	HSL:09 (Teacher, Baseline; Section A, b)	Modified	Including this school year, how many years have you taught Grades K-5 math at any school?	Number of years: _____	Including this school year, how many years have you taught the following grades at any school... Please estimate to the nearest half year (for example, 4.5 years). Grade K-5 math?	Number of years: _____	Moved "at any school" to question stem for consistency within series. Modified response option to include more specificity.
H05c.	HSL:09 (Teacher, Baseline; Section A, a)	Modified	Including this school year, how many years have you taught high school (grades 9-12) math at any school?	Number of years: _____	Including this school year, how many years have you taught the following grades at any school... Please estimate to the nearest half year (for example, 4.5 years). Grade 6-8 math?	Number of years: _____	Updated grade range for MGLS. Modified response option to include more specificity.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H05.d.	HSLs:09 (Teacher, Baseline; Section A, c)	Modified	Including this school year, how many years have you taught Grades 9-12 math at a given school?	Number of years: _____	Including this school year, how many years have you taught the following grades at any school... Please estimate to the nearest half year (for example, 4.5 years). Grade 9-12 math?	Number of years: _____	Dropped "at a given school" and added "at any school" in stem to maintain consistency in series. Modified response option to include more specificity.
H06.	HSLs:09 (Teacher, Baseline; Section A)	Modified	Which of the following best describes the math teaching certificate you currently hold in {FILL STATE}?	<ol style="list-style-type: none"> 1. Regular or standard state certificate or advanced professional certificate 2. Certificate issued after satisfying all requirements except the completion of a probationary teaching period 3. Certificate that requires some additional coursework or passing a test 4. Certificate issued to persons who must complete a certification program in order to continue teaching 5. I do not hold any of these certifications in this state 	Which of the following best describes the math teaching certificate you currently hold in [FILL STATE]?	<p>Regular or standard state certificate or advanced professional certificate</p> <p>Certificate issued after satisfying all requirements except the completion of a probationary teaching period</p> <p>Certificate that requires some additional coursework or passing a test</p> <p>Certificate issued to persons who must complete a certification program in order to continue teaching</p> <p>I do not hold any of these certifications in this state</p> <p>Other</p>	Added "Other, specify" response option to allow for more flexibility in response options.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H07.	HSLs:09 (Teacher, Baseline; Section A)	Modified	In which grades does this certificate allow you to teach math in {FILL STATE}? Select all that apply.	1. Kindergarten through 5th grade (any or all grades) 2. 6th through 8th grade (any or all grades) 3. 9th through 12th grade (any or all grades)	In which grades does this certificate allow you to teach math in [FILL STATE]?	Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade 7th grade 8th grade 9th grade 10th grade 11th grade 12th grade	Divided response options into individual grades for greater specificity.
H08.	ECLS-K:2011, Grade 2; H10	Modified	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	Have you taken the exam for National Board Certification?	Not taken Taken and passed Taken and awaiting results Taken and have not yet passed	Question text modified to reduce unnecessary wording and reduce burden.
H09.	SASS (Teacher Questionnaire)	Modified	In what content area(s) does the teaching certificate marked above allow you to teach in this state? (TABLE IN SURVEY)		In what content area(s) do you hold a National Board for Professional Teaching certificate?	Generalist, Early Childhood Generalist, Middle Childhood Mathematics, Early Adolescence Mathematics, Adolescence and Young Adulthood Other	Question text and response options modified to focus on particular certification through National Board for Professional Teaching. Response options reflect most relevant subset of a 25-item list of National Board certificate areas.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H10.	SASS (Teacher Questionnaire)	Modified	Which of the following describes how you obtained the teaching methods or teaching strategies coursework?	<p>1 Through an "alternative" program designed to expedite the transition of non-teachers to a teaching career (e.g., a state, district or university alternative program)</p> <p>2 Through a bachelor's degree granting program (B.A. or B.S.)</p> <p>3 Through a fifth year program (not leading to a master's degree)</p> <p>4 Through a master's degree granting program (M.A., M.S., M.Ed., M.A.T.)</p> <p>5 Through individual courses (not part of a program leading to a degree)</p> <p>6 Other - Please specify</p>	Did you enter teaching through an alternative certification program? An alternative certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.	Yes No	Modified question to specifically ask only about alternative certification.
H11.	ECLS-K:2011 (Kindergarten)	Unchanged			In what year were you born?	YEAR BORN (e.g., 1987)	
H12.	ECLS-K (Teacher,	Modified	What is your gender?	<p>1. Male</p> <p>2. Female</p>	What is your sex?	Male Female	Updated to be more inclusive.
H13.	ECLS-K 2011 (Teacher, Grade 2; H3)	Modified	Are you Hispanic or Latino? MARK ONE RESPONSE.	<p>Yes</p> <p>No</p>	Are you of Hispanic or Latino/Latina origin?	Yes No	Updated the question text to be inclusive of males and females.

MGLS:2017 Mathematics Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
H14.	ECLS-K 2011 (Teacher, Grade 2; H4)	Modified	Which best describes your race? Mark one or more responses to indicate what you consider yourself to be.	<ol style="list-style-type: none"> 1. American Indian or Alaska Native 2. Asian 3. Black or African American 4. Native Hawaiian or Other Pacific Islander 5. White 	Which of the following best describes your race? You may choose more than one.	American Indian or Alaska Native Asian Black or African American Native Hawaiian or other Pacific Islander White	Slight wording change to align across MGLS instruments.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C01a.	ECLS-K (Math Teacher, Grade 8, 11a)	Unchanged			Please rate this student's skills in the following areas, as exhibited in your class. Ability to apply mathematical concepts to "real world" problems	Outstanding Very good Good Fair Poor Not applicable or not observed	
C01b.	ECLS-K (Math Teacher, Grade 8, 11b)	Unchanged			Please rate this student's skills in the following areas, as exhibited in your class. Ability to complete or conduct proofs or demonstrations of [his/her] mathematical reasoning	Outstanding Very good Good Fair Poor Not applicable or not observed	
C01c.	ECLS-K (Math Teacher, Grade 8, 11c)	Unchanged			Please rate this student's skills in the following areas, as exhibited in your class. Ability to talk about [his/her] reasoning or thinking in solving a problem	Outstanding Very good Good Fair Poor Not applicable or not observed	

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C01d.	ECLS-K (Math Teacher, Grade 8, 11d)	Unchanged			Please rate this student's skills in the following areas, as exhibited in your class. Ability to explain [his/her] reasoning in solving a problem in writing	Outstanding Very good Good Fair Poor Not applicable or not observed	
C01e.	ECLS-K (Math Teacher, Grade 8, 11e)	Unchanged			Please rate this student's skills in the following areas, as exhibited in your class. Ability to use representations to model mathematical ideas	Outstanding Very good Good Fair Poor Not applicable or not observed	
C01f.	ECLS-K (Math Teacher, Grade 8, 11f)	Unchanged			Please rate this student's skills in the following areas, as exhibited in your class. Ability to use a calculator to solve problems	Outstanding Very good Good Fair Poor Not applicable or not observed	
C01g.	New item	New item			Please rate this student's skills in the following areas, as exhibited in your class. Ability to fluently apply math facts and procedures	Outstanding Very good Good Fair Poor Not applicable or not observed	

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01a.	ECLS-K (Math Teacher, Grade 5; B1 #11) Approaches to Learning Scale.	Modified	For each set of items below, please think about this student's behavior during the past month or two. Decide how often the student demonstrates the behavior described. Keeps belongings organized.	1. Never 2. Sometimes 3. Often 4. Very often 5. No opportunity to observe this behavior	For each item below, please think about this student's behavior during the past month. Decide how often the student demonstrates the behavior described. Organizes work	Never Sometimes Often Very often Always No opportunity to observe this behavior	Time referent made more specific ("month" rather than "month or two") to ensure consistency across respondents. Rephrased to "organizes work" for age appropriateness and to reflect that students might be moving between classrooms, so teachers might have less opportunity to observe how students organize their belongings. Response scale updated (addition of "Always") to align with other scales within and across MGLS:2017 instruments.
D01b.	ECLS-K (Math Teacher, Grade 5; B1 #14) Approaches to Learning Scale.	Modified	For each set of items below, please think about this student's behavior during the past month or two. Decide how often the student demonstrates the behavior described. Shows eagerness to learn new things.	1. Never 2. Sometimes 3. Often 4. Very often 5. No opportunity to observe this behavior	For each item below, please think about this student's behavior during the past month. Decide how often the student demonstrates the behavior described. Appears motivated to learn new things	Never Sometimes Often Very often Always No opportunity to observe this behavior	Time referent made more specific ("month" rather than "month or two") to ensure consistency across respondents. Rephrased to "appears motivated to learn new things" for age appropriateness. Response scale updated (addition of "always") to align with other scales within and across MGLS:2017 instruments.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01c.	ECLS-K (Math Teacher, Grade 5; B1 #15) Approaches to Learning Scale.	Modified	For each set of items below, please think about this student's behavior during the past month or two. Decide how often the student demonstrates the behavior described. Works independently.	1. Never 2. Sometimes 3. Often 4. Very often 5. No opportunity to observe this behavior	For each item below, please think about this student's behavior during the past month. Decide how often the student demonstrates the behavior described. Works well independently	Never Sometimes Often Very often Always No opportunity to observe this behavior	Time referent made more specific ("month" rather than "month or two") to ensure consistency across respondents. Added the word "well" to be more descriptive of the behavior targeted in this item. Response scale updated (addition of "always") to align with other scales within and across MGLS:2017 instruments.
D01d.	ECLS-K (Math Teacher, Grade 5; B1 #21) Approaches to Learning Scale.	Modified	For each set of items below, please think about this student's behavior during the past month or two. Decide how often the student demonstrates the behavior described. Easily adapts to changes in routine.	1. Never 2. Sometimes 3. Often 4. Very often 5. No opportunity to observe this behavior	For each item below, please think about this student's behavior during the past month. Decide how often the student demonstrates the behavior described. Adapts to changes in plans, requirements or routines	Never Sometimes Often Very often Always No opportunity to observe this behavior	Time referent made more specific ("month" rather than "month or two") to ensure consistency across respondents. Rephrased to "adapts to changes in plans, requirements or routines" to be more age appropriate. Response scale updated (addition of "Always") to align with other scales within and across MGLS:2017 instruments.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01e.	ECLS-K (Math Teacher, Grade 5; B1 #23) Approaches to Learning Scale.	Modified	For each set of items below, please think about this student's behavior during the past month or two. Decide how often the student demonstrates the behavior described. Persists in completing tasks.	1. Never 2. Sometimes 3. Often 4. Very often 5. No opportunity to observe this behavior	For each item below, please think about this student's behavior during the past month. Decide how often the student demonstrates the behavior described. Persists in completing tasks	Never Sometimes Often Very often Always No opportunity to observe this behavior	Time referent made more specific ("month" rather than "month or two") to ensure consistency across respondents. Response scale updated (addition of "Always") to align with other scales within and across MGLS:2017 instruments.
D01f.	ECLS-K (Math Teacher, Grade 5; B1 #24) Approaches to Learning Scale.	Modified	For each set of items below, please think about this student's behavior during the past month or two. Decide how often the student demonstrates the behavior described. Pays attention well.	1. Never 2. Sometimes 3. Often 4. Very often 5. No opportunity to observe this behavior	For each item below, please think about this student's behavior during the past month. Decide how often the student demonstrates the behavior described. Pays attention well	Never Sometimes Often Very often Always No opportunity to observe this behavior	Time referent made more specific ("month" rather than "month or two") to ensure consistency across respondents. Response scale updated (addition of "Always") to align with other scales within and across MGLS:2017 instruments.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02a.	Zill, 1990 (Behavior Problems Index)	Modified	Now I am going to read some statements that describe behavior problems many students have. Please tell me whether each statement has been often true, sometimes true, or never true of this student in the past 3 months. Cheats or tells lies	1. Often true 2. Sometimes true 3. Not true	The following are some statements that describe behaviors many students exhibit. For each item below, please think about this student's behavior during the past three months. Describe how often this student demonstrates the behavior. Manipulates others or lies	Never Sometimes Often Very often Always	Rephrased question text from "cheats or tell lies" to "manipulates others or lies" to be more age appropriate. Response scale updated from truth scale to frequency scale to make easier for teachers to complete across students concretely without changing the intent of the question. Expanded number of response options to capture variability.
D02b.	Zill, 1990 (Behavior Problems Index)	Modified	Please tell me whether each statement has been often true, sometimes true, or never true of this student in the past 3 months. Bullies or is cruel or mean to others.	1. Often true 2. Sometimes true 3. Not true	For each item below, please think about this student's behavior during the past three months. Describe how often this student demonstrates the behavior. Bullies or is cruel or mean to others	Never Sometimes Often Very often Always	Response scale updated from truth scale to frequency scale to make easier for teachers to complete across students concretely without changing the intent of the question. Expanded number of response options to capture variability.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02c.	Zill, 1990 (Behavior Problems Index)	Modified	Please tell me whether each statement has been often true, sometimes true, or never true of this student in the past 3 months. Is disobedient in class	1. Often true 2. Sometimes true 3. Not true	For each item below, please think about this student's behavior during the past three months. Describe how often this student demonstrates the behavior. Disobeys rules	Never Sometimes Often Very often Always	Rephrased question text from "disobedient" to "disobeys rules" to be more age appropriate. Response scale updated from truth scale to frequency scale to make easier for teachers to complete across students concretely without changing the intent of the question. Expanded number of response options to capture variability.
D02d.	Zill, 1990 (Behavior Problems Index)	Modified	Please tell me whether each statement has been often true, sometimes true, or never true of this student in the past 3 months. Has sudden changes in mood or feeling	1. Often true 2. Sometimes true 3. Not true	For each item below, please think about this student's behavior during the past three months. Describe how often this student demonstrates the behavior. Has sudden changes in mood or feeling	Never Sometimes Often Very often Always	Response scale updated from truth scale to frequency scale to make easier for teachers to complete across students concretely without changing the intent of the question. Expanded number of response options to capture variability.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02e.	Zill, 1990 (Behavior Problems Index)	Modified	Please tell me whether each statement has been often true, sometimes true, or never true of this student in the past 3 months. Argues too much	1. Often true 2. Sometimes true 3. Not true	For each item below, please think about this student's behavior during the past three months. Describe how often this student demonstrates the behavior. Argues too much	Never Sometimes Often Very often Always	Response scale updated from truth scale to frequency scale to make easier for teachers to complete across students concretely without changing the intent of the question. Expanded number of response options to capture variability.
D02f.	Zill, 1990 (Behavior Problems Index)	Modified	Please tell me whether each statement has been often true, sometimes true, or never true of this student in the past 3 months. Is stubborn, sullen, or irritable.	1. Often true 2. Sometimes true 3. Not true	For each item below, please think about this student's behavior during the past three months. Describe how often this student demonstrates the behavior. Is stubborn, sullen, or irritable	Never Sometimes Often Very often Always	Response scale updated from truth scale to frequency scale to make easier for teachers to complete across students concretely without changing the intent of the question. Expanded number of response options to capture variability.
D02g.	Zill, 1990 (Behavior Problems Index)	Modified	Please tell me whether each statement has been often true, sometimes true, or never true of this student in the past 3 months. Has a strong temper or loses his or her temper easily.	1. Often true 2. Sometimes true 3. Not true	For each item below, please think about this student's behavior during the past three months. Describe how often this student demonstrates the behavior. Has a strong temper or loses [his/her] temper easily	Never Sometimes Often Very often Always	Response scale updated from truth scale to frequency scale to make easier for teachers to complete across students concretely without changing the intent of the question. Expanded number of response options to capture variability.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03a.	ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25a)	Modified	During this school year, how often have other students... Teased, made fun of, or called this student names.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	During this school year, how often have other students... Teased, made fun of, or called this student names	Never Sometimes Often Very often Always	Response scale updated for alignment within instrument.
D03b.	ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25b)	Modified	During this school year, how often have other students... Pushed, shoved, slapped, hit, or kicked this student.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	During this school year, how often have other students... Pushed, shoved, slapped, hit, or kicked this student	Never Sometimes Often Very often Always	Response scale updated for alignment within instrument.
D03c.	ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25c)	Modified	During this school year, how often have other students... Told lies or untrue stories about this student.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	During this school year, how often have other students... Told lies or untrue stories about this student	Never Sometimes Often Very often Always	Response scale updated for alignment within instrument.
D03d.	ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25d)	Modified	During this school year, how often have other students... Intentionally excluded or left out this student from playing with them.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	During this school year, how often have other students... Intentionally excluded or left out this student from socializing with them	Never Sometimes Often Very often Always	Changed "playing" to "socializing" to make more age appropriate. Response scale updated for alignment within instrument.
D04a.	Fast Track Project Social Competence Scale - Teacher Version	Unchanged			Please rate each of the listed behaviors according to how well it describes this student. Resolves peer problems on [his/her] own	Not at all A little Moderately well Well Very well	

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D04b.	Fast Track Project Social Competence Scale - Teacher Version	Unchanged			Please rate each of the listed behaviors according to how well it describes this student. Is helpful to others	Not at all A little Moderately well Well Very well	
D04c.	Fast Track Project Social Competence Scale - Teacher Version	Unchanged			Please rate each of the listed behaviors according to how well it describes this student. Can give suggestions and opinions without being bossy.	Not at all A little Moderately well Well Very well	
D04d.	Fast Track Project Social Competence Scale - Teacher Version	Unchanged			Please rate each of the listed behaviors according to how well it describes this student. Acts friendly toward others	Not at all A little Moderately well Well Very well	
D04e.	Fast Track Project Social Competence Scale - Teacher Version	Modified	Please rate each of the listed behaviors according to how well it describes this student. Very good at understanding other people's feelings		Please rate each of the listed behaviors according to how well it describes this student. Understands others	Not at all A little Moderately well Well Very well	Changed question text from "Very good at understanding other people's feelings" to "understands others" to simplify wording and not limit to perception of feelings.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01a.	Skinner et al. 2008 (Teacher Report)	Modified	In my class, this student works as hard as he or she can.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which each of the following statements is true for this student. In my class, this student works as hard as [he/she] can	Not at all true A little bit true Somewhat true Mostly true Very true	Added introductory instructions and updated response scale to expand variability and align within and across MGLS:2017 instruments.
E01b.	Skinner et al. 2008 (Teacher Report)	Modified	When working on classwork in my class, this student appears involved.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which each of the following statements is true for this student. When working on classwork in my class, this student appears involved	Not at all true A little bit true Somewhat true Mostly true Very true	Added introductory instructions and updated response scale to expand variability and align within and across MGLS:2017 instruments.
E01c.	Skinner et al. 2008 (Teacher Report)	Modified	When I explain new material, this student listens carefully.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which each of the following statements is true for this student. When I explain new material, this student listens carefully	Not at all true A little bit true Somewhat true Mostly true Very true	Added introductory instructions and updated response scale to expand variability and align within and across MGLS:2017 instruments.
E01d.	Skinner et al. 2008 (Teacher Report)	Modified	In my class, this student does more than required.	1. Not at all true 2. Not very true 3. Sort of true 4. Very true	Please indicate the extent to which each of the following statements is true for this student. In my class, this student does more than required	Not at all true A little bit true Somewhat true Mostly true Very true	Added introductory instructions and updated response scale expand variability and to align within and across MGLS:2017 instruments.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01e.	Skinner et al. 2008 (Teacher Report)	Modified	When this student doesn't do well, he or she works harder.	<ol style="list-style-type: none"> 1. Not at all true 2. Not very true 3. Sort of true 4. Very true 	<p>Please indicate the extent to which each of the following statements is true for this student.</p> <p>When this student doesn't do well, [he/she] works harder</p>	<p>Not at all true</p> <p>A little bit true</p> <p>Somewhat true</p> <p>Mostly true</p> <p>Very true</p>	<p>Added introductory instructions and updated response scale expand variability and to align within and across MGLS:2017 instruments.</p>
E02a.	HLSL:09 (Student Baseline; Sect. E, d)	Modified	<p>How often does this student</p> <p>Go to class late?</p>	<ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 	<p>Next are some questions about this student's attendance.</p> <p>Over the last month, how often has this student been...</p> <p>Late to your class</p>	<p>0 times</p> <p>1-2 times</p> <p>3-6 times</p> <p>7-9 times</p> <p>10-12 times</p> <p>13 or more times</p>	<p>Updated introductory text and question text to make time referent specific.</p> <p>Response options modified to align within and across MGLS:2017 instruments.</p>
E02b.	ECLS-K (Math Teacher, Grade 8; 8c)	Modified	<p>How often is this student...</p> <p>Absent from your class?</p>	<ol style="list-style-type: none"> 1. Never 2. Rarely 3. Some of the time 4. Most of the time 5. All of the time 	<p>Over the last month, how often has this student been...</p> <p>Absent from your class</p>	<p>0 times</p> <p>1-2 times</p> <p>3-6 times</p> <p>7-9 times</p> <p>10-12 times</p> <p>13 or more times</p>	<p>Updated introductory text and question text to make time referent specific.</p> <p>Response options modified to align within and across MGLS:2017 instruments.</p>
E03a.	HLSL:09 (Student Baseline; Sect. E, a)	Modified	<p>How often does this student</p> <p>Go to class without his or her homework done?</p>	<ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 	<p>Over the last month, how often did this student...</p> <p>Come to class without completing prior assignments or homework</p>	<p>0 times</p> <p>1-2 times</p> <p>3-6 times</p> <p>7-9 times</p> <p>10-12 times</p> <p>13 or more times</p>	<p>Updated introductory text and question text to make time referent specific.</p> <p>Response options modified to align within and across MGLS:2017 instruments.</p> <p>Rephrased question text from "homework" to include assignments more generally to make more age appropriate.</p>

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03b.	HSL:09 (Student Baseline; Sect. E, b)	Modified	How often does this student Go to class without pencil or paper?	1. Never 2. Rarely 3. Sometimes 4. Often	Over the last month, how often did this student... Come to class without class materials (such as pencils, paper, tablet, books, or calculator)	0 times 1-2 times 3-6 times 7-9 times 10-12 times 13 or more times	Updated introductory text and question text to make time referent specific. Response options modified to align within and across MGLS:2017 instruments. Rephrased question text to add broader list of material to make more in line with current instruction.
F01a.	ECLS-K (Math Teacher, Grade 5, #1a)	Modified	Does this student receive instruction and/or related services in any of the following types of programs in your school during the day? Individual tutoring program in mathematics	1. Yes 2. No 3. Program Not Provided	How often does this student receive instruction and/or related services in any of the following types of programs in your school during the day? Individual tutoring in mathematics	Daily 2-4 times per week Weekly Less than once a week This student does not receive this service Program or service not provided to students in this school	Adapted response options to capture both receipt of service and frequency.
F01b.	ECLS-K (Math Teacher, Grade 5, #1b)	Modified	Does this student receive instruction and/or related services in any of the following types of programs in your school during the day? Pull-out small group in mathematics	1. Yes 2. No 3. Program Not Provided	How often does this student receive instruction and/or related services in any of the following types of programs in your school during the day? Small group pull-out in mathematics	Daily 2-4 times per week Weekly Less than once a week This student does not receive this service Program or service not provided to students in this school	Adapted response options to capture both receipt of service and frequency.

MGLS:2017 Mathematics Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F01c.	ECLS-K (Math Teacher, Grade 5, #1c)	Modified	Does this student receive instruction and/or related services in any of the following types of programs in your school during the day? Gifted and talented program in mathematics	1. Yes 2. No 3. Program Not Provided	How often does this student receive instruction and/or related services in any of the following types of programs in your school during the day? Gifted and talented program in mathematics	Daily 2-4 times per week Weekly Less than once a week This student does not receive this service Program or service not provided to students in this school	Adapted response options to capture both receipt of service and frequency.
F02.	ECLS-K (Math Teacher, Grade 8, 10)	Unchanged			Have you recommended this student for academic honors, advanced placement, or honors classes?	Yes No Not applicable (no such honor available)	

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A01.	Modified ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 14)	Modified	Which of the following best describes your current position in this school? Select only one.	<ol style="list-style-type: none"> 1. Special education teacher 2. Special education teacher consultant 3. General education teacher 4. Special education classroom aide 5. Speech - language pathologist 6. Physical therapist 7. Physical therapy assistant or aide 8. Occupational therapist 9. Occupational therapy assistant or aide 10. School psychologist 11. School counselor 12. School social worker 13. Other (please specify) 	Which of the following best describes your current position in this school?	<ol style="list-style-type: none"> 1. Special education teacher 2. Special education teacher consultant 3. General education teacher 4. Special education classroom aide/paraprofessional 5. Speech - language pathologist 6. Physical therapist 7. Physical therapy assistant or aide 8. Occupational therapist 9. Occupational therapy assistant or aide 10. School psychologist 11. School counselor 12. School social worker 13. Other (please specify) 	Added "paraprofessional" to response option 4 to reflect terminology currently used in schools.

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A02.	Modified ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 15)	Modified	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? MARK ONLY ONE.	<ol style="list-style-type: none"> 1. Regular full-time teacher/service provider 2. Regular part-time teacher/service provider 3. Itinerant teacher/service provider (i.e., your assignment requires you to provide instruction/related services at more than one school) 4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute) 5. Teacher aide 6. Other (PLEASE SPECIFY) 	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?	<ol style="list-style-type: none"> 1. Regular full-time teacher 2. Regular full-time service provider 3. Regular part-time teacher (at one school) 4. Regular part-time service provider (at one school) 5. Itinerant teacher (i.e., your assignment requires you to provide instruction/related services at more than one school) 6. Itinerant related services consultant (e.g., speech and language therapist, social worker, psychologist, behavior specialist. Your assignment requires you to provide instruction/related services at more than one school). 7. Long-term substitute 8. Teacher aide or paraprofessional 9. Other (please specify) 	Edited response options by separating teacher and service provider to clarify and further delineate different assignments.
A03.	New Item	New Item			Do you co-teach with another teacher or professional educator?	<ol style="list-style-type: none"> 1. Yes 2. No 	

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A04.	New Item	New Item			Which of the following models best describes your current co-teaching arrangement?	<p>1. One teach, one drift (one teacher leads the class and the other moves throughout the classroom to make sure everyone is on track).</p> <p>2. Station teaching (class divided into two or more stations; each teacher spends at least half of the period with one group, and then teachers switch).</p> <p>3. Alternative teaching (one teacher teaches the large group and the other teacher works with a smaller group of students to re-teach any necessary information).</p> <p>4. Parallel teaching (both teachers are teaching at the same time, and both lead discussion; class may be divided into groups).</p> <p>5. Team teaching (both co-teachers balance the responsibilities of the class in such a way that both teach the same amount in front of the classroom).</p> <p>6. Other (please specify)</p>	

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A05.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 16)	Unchanged			During this school year, where have you worked with students with IEPs? A05a. In a general education classroom A05b. In a special education classroom A05c. In a non-classroom space (e.g. office, therapy room, small work space, mobile van, etc.) A05d. Other (please specify) A05e. I do not work directly with students who have IEPs	1. Yes 2. No	
A06.	New Item	New Item			Do you teach mathematics to students who have IEPs?	1. Yes 2. No	

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A07.	New Item	New Item			<p>When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?</p> <p>a. Have students discuss different ways to solve a problem</p> <p>b. Have students generate new strategies</p> <p>c. Have students work on an investigation, problem or project over an extended period of time</p> <p>d. Have students solve problems using multiple methods</p> <p>e. Begin instructional units with worked examples (explaining how work is completed, step by step, and what you think as you complete each step)</p> <p>f. Teach the most efficient solution strategy using simple, direct language</p> <p>g. Have students explain solutions in their own words</p> <p>h. Have students practice solution strategies that you</p>	<p>Select one per row</p> <p>1. Never</p> <p>2. Once a month or less</p> <p>3. Two or three times a month</p> <p>4. Once or twice a week</p> <p>5. Three or four times a week</p> <p>6. Every day</p>	

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A08.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 17)	Modified	<p>Please indicate the extent to which you agree or disagree with each of the following statements on working with children.</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>	<p>MARK ONE ON EACH ROW.</p> <p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p>	<p>Please indicate the extent to which you agree or disagree with each of the following statements on teaching.</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 students 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> <p>e. I worry about the security of my job because of the performance of the students in my class(es) on state or local tests.</p> <p>f. I get frustrated working with general education teachers.</p> <p>g. I plan to continue to teach special education for at least the next five years.</p> <p>h. The amount of paperwork that I need to complete for my students takes away from my ability to deliver high quality instruction.</p>	<p>Select one per row</p> <p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p>	<p>Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”).</p> <p>Added response options to measure additional common concerns that teachers may have at this grade level.</p>

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A09.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 18)	Unchanged			During this school year, how many students with IEPs have you worked with or provided services for, on average, each week? Include students you work with directly, as well as students for whom you consult with the general education teacher and/or another special education teacher/service provider.	1. 1-10 2. 11-20 3. 21-40 4. More than 40 5. Don't know	
B01.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 1)	Modified	What is your gender?	MARK ONLY ONE. 1. Male 2. Female	What is your sex?	1. Male 2. Female	Modified to refer to sex rather than gender; the change ensures consistency across MGLS:2017 instruments.
B02.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 2)	Modified	In what year were you born?	Enter year. 19 []	In what year were you born?	____ YEAR BORN	Modified to allow for 4 digit entry of year.
B03.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 3)	Modified	Are you Hispanic/Latino?	MARK ONLY ONE. 1. Yes 2. No	Are you Hispanic or Latino/Latina?	1. Yes 2. No	Key demographic items were updated for consistency across MGLS:2017 instruments.

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B04.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 4)	Modified	Which best describes your race?	<p>MARK ONE OR MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.</p> <ol style="list-style-type: none"> 1. American Indian or Alaska Native 2. Asian 3. Black or African American 4. Native Hawaiian or Other Pacific Islander 5. White 	Which of the following best describes your race? You may choose more than one.	<ol style="list-style-type: none"> 1. White 2. Black or African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native 	Key demographic items were updated for consistency across MGLS:2017 instruments.
B05.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 5)	Modified	What is the highest level of education you have completed?	<p>MARK ONLY ONE.</p> <ol style="list-style-type: none"> 1. Did not complete high school 2. High school diploma or equivalent/GED 3. Some college or technical or vocational school 4. Associate's degree 5. Bachelor's degree 6. Master's degree 7. An advanced professional degree beyond a master's degree (e.g., PhD, MD) 8. Don't know 	What is the highest level of education you have completed?	<ol style="list-style-type: none"> 1. Did not complete high school 2. High school diploma or equivalent/GED 3. Some college or technical or vocational school 4. Associate's degree 5. Bachelor's degree 6. Master's degree 7. An advanced professional degree beyond a master's degree (for example, Ph.D., Ed.D) 	<p>Removed "don't know" response option as respondents are expected to know their level of education.</p> <p>Examples of advanced degree include Ed.D rather than MD since respondents are teachers.</p>

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B06.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 10)	Unchanged			Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? a. Emergency credential b. Provisional or temporary credential c. Disability-specific credential or endorsement d. Special education credential or endorsement (for more than one disability category) e. General education credential f. Speech/language therapy state license or certification g. Physical therapy state license or certification h. Occupational therapy state license or certification i. Social work license or certification j. School psychology license or certification k. Clinical psychology license or certification l. Certificate of Clinical Competence m. Other professional license, credential, or	Select one per row 1. Yes 2. No	

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B07.	HSL:09 (Teacher, Baseline; Section A)	Modified	Which of the following describes the math teaching certificate you currently hold in [your state]?	<p>1. Regular or standard state certificate or advanced professional certificate</p> <p>2. Certificate issued after satisfying all requirements except the completion of a probationary teaching period</p> <p>3. Certificate that requires some additional coursework or passing a test</p> <p>4. Certificate issued to persons who must complete a certification program in order to continue teaching</p> <p>5. You do not hold any of these certifications in this state</p>	Which of the following describes the teaching certificate you currently hold in [STATE]?	<p>1. Regular or standard state certificate or advanced professional certificate</p> <p>2. Certificate issued after satisfying all requirements except the completion of a probationary teaching period</p> <p>3. Certificate that requires some additional coursework or passing a test</p> <p>4. Certificate issued to persons who must complete a certification program in order to continue teaching</p> <p>5. I do not hold any of these certifications in this state</p>	Revised question text to focus on teaching certification in general and not math certificate to make applicable to Special Education Teacher.

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B08.	New Item	New Item			In what subject(s) are you certified in [STATE]?	1. Early childhood or Pre-k, general 2. Elementary grades, general 3. Middle grades, general 4. Secondary grades, general 5. Special education, general 6. Specific area of disability (for example, autism, learning disabilities, etc.) Specify: 7. ESL or bilingual education: General 8. ESL or bilingual education: Spanish 9. ESL or bilingual education: Other 10. English/Language arts 11. Reading 12. Speech 13. Mathematics 14. Science (including general science, biology or life sciences, earth science, and other natural sciences) 15. Social studies (including history, government or civics, geography) 16. Social or behavioral science (including psychology, sociology,	

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B09.	New Item	New Item			Have you received any training related to Response to Intervention (RTI) from any of the following sources?	<ol style="list-style-type: none"> 1. College courses 2. Professional development 3. Personal reading and study 4. I have not received any training on issues related to Response to Intervention 5. Other training (please specify) 	
C01.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 7)	Modified	Counting this school year, how many years have you worked in your current school, including part time? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).	____ Years.	Counting this school year, how many years have you worked in your current school, including part time?	____ YEARS WORKED IN CURRENT SCHOOL	Modified response format to specify the time period to the nearest year to reduce burden.
C02.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 8)	Modified	Counting this school year, how many total years (including part-time) have you been working with students receiving special education or related services? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).	____ Years.	Counting this school year, how many total years (including part-time) have you been working with students receiving special education or related services in any school?	____ YEARS WORKED WITH SPECIAL EDUCATION STUDENTS	Modified response format to specify the time period to the nearest year to reduce burden.

MGLS:2017 Special Education Teacher Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C03.	ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 9)	Modified	Counting this school year, how many total years (including part-time) have you been working with children in any schools? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children.	____.____ Years	Counting this school year, how many total years (including part-time) have you been working with any students in any school? This would include both providing special education services as well as teaching in a regular classroom.	____ YEARS WORKED WITH STUDENTS	Question text instruction reworded to place more emphasis on working with any student in any setting, including regular education and special education. Modified response format to specify the time period to the nearest year to reduce burden.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
101	ECLS-K:2011 (Special Education Teacher, grade 1)	Modified	Uses complex sentence structures - for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} uses complex sentence structures. For example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip after we finish the assignment that you gave us last week?"	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The example within the question text has been revised to be more age appropriate. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
102	ECLS-K (Special Education Teacher, 1st Grade)	Modified	Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} contributes relevant information to classroom discussions. For example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
103	ECLS-K (Special Education Teacher, 3rd Grade)	Modified	Conveys ideas clearly when speaking – for example, presents a well-organized oral report, or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmate’s concerns.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} conveys ideas clearly when speaking. For example, presents a well-organized oral report, or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmates’ concerns.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
104	ECLS-K:2011 (Special Education Teacher, grade 2)	Modified	Understands and interprets a story or other text read to him/her - for example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} shows basic comprehension of a story or text read aloud to [him OR her]. For example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to [his OR her]own life.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. Question text has been revised to be more age appropriate and more clearly differentiate items I04 and I05. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
I05	ECLS-K (Special Education Teacher, 5th Grade)	Modified	[Advanced comprehension] Understands and interprets a story or other text read aloud, for example, identifies the author's purpose, or relates how the story would be different if told from another point of view, or identifies techniques of persuasion.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} shows advanced comprehension of text read aloud to [him OR her]. For example, identifies the author's purpose, or relates how the story would be different if told from another point of view, or identifies techniques of persuasion.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. Question text has been revised to be more age appropriate and more clearly differentiate items I04 and I05. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
I06	ECLS-K:2011 (Special Education Teacher, Kindergarten)	Modified	Uses different strategies to read unfamiliar words - for example, examines cues from pictures or context, or uses consonant sounds to read words, or uses prior knowledge in order to make predictions.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} uses different strategies to read unfamiliar words. For example, examines cues from pictures or context, or uses consonant sounds to read words, or uses prior knowledge in order to make predictions.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. An additional response option, "I am unable to assess the student" has been added to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
107	ECLS-K (Special Education Teacher, 1st Grade)	Modified	Reads words with regular vowel sounds – for example, reads "coat", "junk", "lent", "chimp", "halt", or "bite."	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} reads words with regular vowel sounds. For example, reads "coat," "junk," "lent," "chimp," "halt," or "bite."	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. An additional response option, "I am unable to assess the student" has been added to capture instances when the respondent cannot accurately rate the student.
108	ECLS-K (Special Education Teacher, 1st Grade)	Modified	Reads words with irregular vowel sounds – for example, reads "through," "point," "enough," or "shower."	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} reads words with irregular vowel sounds. For example, reads "through," "point," "enough," or "shower."	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
109	ECLS-K (Special Education Teacher, 3rd Grade)	Modified	Reads grade _____ (note grade level) books fluently – for example, easily reads words in meaningful phrases rather than reading word by word	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} reads grade {STUDENT GRADE} books fluently. For example, easily reads words in meaningful phrases rather than reading word by word.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
110	ECLS-K (Special Education Teacher, 3rd Grade)	Modified	Reads grade _____ (note grade level) books independently with comprehension – for example, reads most words correctly and answers questions about what was read, make predictions while reading, and retells story after reading.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} reads grade [enter grade level] books independently with comprehension. For example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells the story after reading.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
I11	ECLS-K (Special Education Teacher, 3rd Grade)	Modified	Reads and comprehends expository text – for example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a children’s news story about pollution, identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} reads and comprehends expository text. For example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a news story about pollution, identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
J01	ECLS-K:2011 (Special Education Teacher, Kindergarten)	Modified	Sorts, classifies, and compares math materials by various rules and attributes - for example, by creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or by sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} sorts, classifies, and compares math materials by various rules and attributes. For example, by creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or by sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
J02	ECLS-K (Special Education Teacher, 3rd Grade)	Modified	Creates and extends patterns – for example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3... or +5, -3, +5, -3,...) or creates a complex visual pattern (aabc).....	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} creates and extends patterns. For example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3... or +5, -3, +5, -3,...) or creates a complex visual pattern (aabc).	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
J03	ECLS-K:2011 (Special Education Teacher, Kindergarten)	Modified	Shows an understanding of the relationship between quantities - for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} shows an understanding of the relationship between quantities. For example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
J04	ECLS-K (Special Education Teacher, 1st Grade)	Modified	Demonstrates an understanding of place value [to 100]– for example, by explaining that fourteen is ten plus four, or using two stacks often and five single cubes to represent the number 25.....	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} demonstrates an understanding of place value to 100. For example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
J05	ECLS-K (Special Education Teacher, 3rd Grade)	Modified	Shows understanding of place value with whole numbers – for example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} shows understanding of place value with whole numbers to 100,000. For example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. Also, a specific range of values "to 100,000" was added to clarify the skill the respondent is rating. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
J06	ECLS-K (Special Education Teacher, 5th Grade)	Modified	Shows understanding of place value [decimals], for example, compares decimals to the thousandths place (1.04 > 1.009).	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} shows understanding of place values with decimals. For example, compares decimals to the thousandths place (1.04 > 1.009).	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
J07	ECLS-K:2011 (Special Education Teacher, Kindergarten)	Modified	Models, reads, writes, and compares fractions for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of a set of 12 is 3.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} models, reads, writes, and compares fractions. For example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of 12 is 3.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. Also, "of a set" was removed to reduce unnecessary language. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
J08	ECLS-K (Special Education Teacher, 5th Grade)	Modified	Reduces fractions to lowest denominator, for example, reduces 27/63 to 3/7, or 41/6 to 6 5/6.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} reduces fractions to lowest denominator. For example, reduces 27/63 to 3/7, or 41/6 to 6 5/6.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
J09	ECLS-K:2011 (Special Education Teacher, Kindergarten)	Modified	Solves problems involving numbers using concrete objects - for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} solves problems involving numbers using concrete objects. For example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
J10	ECLS-K (Special Education Teacher, 1st Grade)	Modified	Uses a variety of strategies to solve math problems – for example, using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} uses a variety of strategies to solve math problems. For example, using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
J11	ECLS-K (Special Education Teacher, 5th Grade)	Modified	Subtracts numbers that require regrouping, for example, 1300 – 579, or 2302 – 947, or 2603 – 1594.....	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} subtracts numbers that require regrouping. For example, 1300 - 579, or 2302 - 947, or 2603 – 1594.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
J12	ECLS-K (Special Education Teacher, 3rd Grade)	Modified	Divides a 3 digit number by a 1 digit number – for example, 348÷4 or 228÷6	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} divides a 3-digit number by a 1-digit number. For example, 348÷4 or 228÷6.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.
J13	ECLS-K (Special Education Teacher, 5th Grade; 2)	Modified	Divides multi-digit problems with remainders in the quotient, for example, computes 536 ÷ 30, or 6,135 ÷ 7	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} divides multi-digit problems with remainders in the quotient. For example, computes 536÷30 or 6,135÷7.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
J14	ECLS-K (Special Education Teacher, 5th Grade)	Modified	Demonstrates algebraic thinking, for example, solves for an unknown in an equation such as $16 \times A = 48$; or expresses a function as a general rule that enables them to determine any term in the sequence.	Not yet Beginning In progress Intermediate Proficient Not Applicable or Skill Not Yet Taught	{STUDENT NAME} demonstrates algebraic thinking. For example, solves for an unknown in an equation such as $16 \times A = 48$; or expresses a function as a general rule that enables him or her to determine any term in the sequence.	1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. The "Not Applicable" response option has been dropped and the response option, "I am unable to assess the student" has been added. This is intended to capture instances when the respondent cannot accurately rate the student.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
K01	Learning Characteristics Inventory (Kearns et al, 2006)	Modified	Expressive Communication (check the best description)	1 Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. 2 Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. 3 Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.	Which of the following best describes {STUDENT}'s expressive communication?	1. Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. 2. Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. 3. Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate. 4. I am unable to assess the student	Question text was reworded to emphasize describing a particular student. Response option added to capture cases in which the respondent is unable to assess the student on this characteristic.
K02	Learning Characteristics Inventory (Kearns et al, 2006)	Modified	Does your student use an augmentative communication system in addition to or in place of oral speech?	1 Yes 2 No	Does {STUDENT NAME} use an augmentative communication system in addition to or in place of oral speech?	1. Yes 2. No 3. I am unable to assess the student	Response option added to capture cases in which the respondent is unable to assess the student on this characteristic.

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
K03	Learning Characteristics Inventory (Kearns et al, 2006)	Modified	Vision (check the best description)	<p>1 Vision within normal limits.</p> <p>2 Corrected vision within normal limits.</p> <p>3 Low vision; uses vision for some activities of daily living.</p> <p>4 No functional use of vision for activities of daily living, or unable to determine functional use of vision.</p>	Which of the following best describes [STUDENT]'s vision?	<p>1. Vision appears within normal limits.</p> <p>2. Corrected vision within normal limits.</p> <p>3. Low vision; uses vision for some activities of daily living.</p> <p>4. No functional use of vision for activities of daily living, or unable to determine functional use of vision.</p> <p>6. I am unable to assess the student</p>	<p>Question text was reworded to emphasize describing a particular student.</p> <p>Response option added to capture cases in which the respondent is unable to assess the student on this characteristic.</p> <p>First response option text now includes "appears" since the respondent has not directly tested the student's vision.</p>
K04	Learning Characteristics Inventory (Kearns et al, 2006)	Modified	Hearing (check the best description)	<p>1 Hearing within normal limits.</p> <p>2 Corrected hearing loss within normal limits.</p> <p>3 Hearing loss aided, but still with a significant loss.</p> <p>4 Profound loss, even with aids.</p> <p>5 Unable to determine functional use of hearing.</p>	Which of the following best describes {STUDENT NAME}'s hearing?	<p>1. Hearing within normal limits.</p> <p>2. Corrected hearing loss within normal limits.</p> <p>3. Hearing loss aided, but still with a significant loss.</p> <p>4. Profound loss, even with aids.</p> <p>5. Unable to determine functional use of hearing.</p> <p>6. I am unable to assess the student.</p>	<p>Question text was reworded to emphasize describing a particular student.</p> <p>Response option added to capture cases in which the respondent is unable to assess the student on this characteristic.</p> <p>First response option text now includes "appears to be" since the respondent has not directly tested the student's hearing.</p>

MGLS:2017 Special Education Teacher Child-Level Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
K05	Learning Characteristics Inventory (Kearns et al, 2006)	Modified	Motor (check the best description)	<p>1.No significant motor dysfunction that requires adaptations.</p> <p>2 Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).</p> <p>3 Uses wheelchair, positioning equipment, and/or assistive devices for most activities.</p> <p>4 Needs personal assistance for most/all motor activities.</p>	Which of the following best describes {STUDENT NAME}'s motor abilities?	<p>1. No significant motor dysfunction that requires adaptations</p> <p>2. Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)</p> <p>3. Uses wheelchair, positioning equipment, and/or assistive devices for most activities</p> <p>4. Needs personal assistance for most/all motor activities</p> <p>6. I am unable to assess the student</p>	<p>Question text was reworded to emphasize describing a particular student.</p> <p>Response option added to capture cases in which the respondent is unable to assess the student on this characteristic.</p>
K06	Learning Characteristics Inventory (Kearns et al, 2006)	Modified	Engagement (check the best description)	<p>1Initiates and sustains social interactions.</p> <p>2 Responds with social interaction, but does not initiate or sustain social interactions.</p> <p>3 Alerts to others.</p> <p>4 Does not alert to others.</p>	Which of the following best describes [STUDENT]'s social interactions?	<p>1. Initiates and sustains social interactions</p> <p>2. Responds with social interaction, but does not initiate or sustain social interactions</p> <p>3. Alerts to others</p> <p>4. Does not alert to others</p> <p>6. I am unable to assess the student</p>	<p>Question text was reworded to emphasize describing a particular student.</p> <p>Response option added to capture cases in which the respondent is unable to assess the student on this characteristic.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
I01d.	Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49)	Modified	ex. PKOFFRD 35 AN Prekindergarten offered. ex. KGOFFRD 36 AN Kindergarten offered.	1= Yes 2= No	Please check the box next to the grade level(s) offered at your school?	1. Pre-K 2. Kindergarten 3. 1st Grade 4. 2nd Grade 5. 3rd Grade 6. 4th Grade 7. 5th Grade 8. 6th Grade 9. 7th Grade 10. 8th Grade 11. 9th Grade 12. 10th Grade 13. 11th grade 14. 12th grade 15. Ungraded	The complete list of CCD questions were condensed into a single question with multiple response options to make the selection process easier for the administrators.
I02a.	NLTS:2012 (School Characteristics, AA1.)	Modified	Before you start the survey, please confirm that you are the principal of this school.		Please confirm that you are the person at your school with the most knowledge about {01d} grade students, teachers, programs, and services.	1. Yes 2. No	The text was revised to accommodate the likelihood that the administrator who knows the most about the middle grades may not be a principal, but some other administrator.
I02b.	New item	New item			Please confirm that your school does not offer a 6th, 7th, or 8th grade level.	1. My school does not offer a 6th, 7th, or 8th grade level 2. My school does offer a 6th, 7th, or 8th	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
I02c.	New Item	New Item			Please provide the name and contact information for the person at your school with the most knowledge about 6th, 7th, or 8th grade students, teachers, programs, and services.	Title: _____ First Name: _____ Last Name: _____ Phone: _____ Email: _____	
I03	New Item	New Item			What is your title or position at this school?	1. Principal/Administrator 2. Vice Principal 3. Counselor 4. School administrative personnel 5. Other (<i>Please specify</i>):	
A01.	SSOCS (Principal, 2009 10, Q31)	Modified	Which of the following best describes your school?	1. Regular public school 2. Charter school 3. Has a magnet program for part of the school 4. Exclusively a magnet school 5. Other (Specify)	Which of the following best describes your school?	1. Regular public school 2. Private 3. Charter school 4. Has a magnet program for part of the school 5. Exclusively a magnet school 6. Other (Please specify)	Added "Private" as a response option to ensure all probable categories are included as options.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A02a.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q4	Modified	What is the MAJOR way that your school is organized for eighth-grade student instruction?	1. SELF-CONTAINED CLASS -- students are taught all of their academic subjects by one teacher 2. DEPARTMENTALIZED -- students are taught each of their academic subjects by a different teacher 3. SEMI-DEPARTMENTALIZED -- students are taught their academic subjects by only 2 or 3 different teachers	What type of daily schedule is typically used for the following grade levels at your school? Grade 6	1. Self-contained classrooms 2. Daily periods uniform in length 3. Daily periods of varying length 4. Flexible schedule for teams 5. Other (Please specify)	Question text revised based on expert feedback and to include a broader range of grade-levels considered to be middle grades. Response options expanded to include additional types of organizational structures.
A02b.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q4	Modified	What is the MAJOR way that your school is organized for eighth-grade student instruction?	1. SELF-CONTAINED CLASS -- students are taught all of their academic subjects by one teacher 2. DEPARTMENTALIZED -- students are taught each of their academic subjects by a different teacher 3. SEMI-DEPARTMENTALIZED -- students are taught their academic subjects by only 2 or 3 different teachers	What type of daily schedule is typically used for the following grade levels at your school? Grade 7	1. Self-contained classrooms 2. Daily periods uniform in length 3. Daily periods of varying length 4. Flexible schedule for teams 5. Other (Please specify)	Question text revised based on expert feedback and to include a broader range of grade-levels considered to be middle grades. Response options expanded to include additional types of organizational structures.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A02c.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q4	Modified	What is the MAJOR way that your school is organized for eighth-grade student instruction?	1. SELF-CONTAINED CLASS -- students are taught all of their academic subjects by one teacher 2. DEPARTMENTALIZED -- students are taught each of their academic subjects by a different teacher 3. SEMI-DEPARTMENTALIZED -- students are taught their academic subjects by only 2 or 3 different teachers	What type of daily schedule is typically used for the following grade levels at your school? Grade 8	1. Self-contained classrooms 2. Daily periods uniform in length 3. Daily periods of varying length 4. Flexible schedule for teams 5. Other (Please specify)	Question text revised based on expert feedback and to include a broader range of grade-levels considered to be middle grades. Response options expanded to include additional types of organizational structures.
A03.	ECLS-K (School Administrator, K, 2)	Unchanged			What is the Average Daily Attendance (ADA) for your school this year? Please report as a number or a percent..	____ Average Daily Attendance 1. Number 2. Percent	
A04.	NELS:88 (Administrator, Baseyear, Q31)	Unchanged			What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition.	____ Enter amount	
A05.	NELS:88 (Administrator, Baseyear, Q32)	Unchanged			What percentage of your students pay the maximum yearly tuition?	1. 0%-25% 2. 26%-50% 3. 51%-75% 4. 76%-100%	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A06.	Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q61-Q308)	Modified	ex. AMPKM 62 N Prekindergarten students - American Indian/Alaska Native - male. AMPKF 63 N Prekindergarten students - American Indian/Alaska Native - female.		Please indicate the percentage of students at your school that are male and female.	____ % Male students ____ % Female students	The CCD asks for the number of male and female students by race/ethnicity. These questions were simplified into a single question included to confirm which of the focus grades 6, 7, and 8 are served and ask for percentages rather than numbers for greater comparability across schools.
A07a.	HSL:09 (School Administrator, Baseyear, Sect. B, Q3a)	Unchanged			What percentage of the total student body in your school... Receives free or reduced-price lunch?	____ Percent	
A07b.	HSL:09 (School Administrator, Baseyear, Sect. B, Q3b)	Unchanged			What percentage of the total student body in your school... Are English language learners?	____ Percent	
A07c.	HSL:09 (School Administrator, Baseyear, Sect. B, Q3d)	Unchanged			What percentage of the total student body in your school... Are enrolled in an alternative program either at your school or off-site?	____ Percent	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A08.	HSL:09 (Counselor, Baseline; Section B)	Modified	Which of the following steps does this school take for students in high school who need extra assistance?	<p><i>Select all that apply</i></p> <ol style="list-style-type: none"> 1. Tutoring during the regular school day 2. School staff work with classroom teachers to provide extra assistance 3. Pull-out instruction during the regular school day 4. Homework assistance program 5. Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs 6. Your school takes other steps to assist struggling high school students 7. Your school does not have any program for students who need extra assistance 	Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance?	<p><i>Select all that apply</i></p> <ol style="list-style-type: none"> 1. Tutoring during the regular school day 2. School staff work with classroom teachers to provide extra assistance 3. Pull-out instruction during the regular school day 4. Homework assistance program 5. Additional support outside the regular school day 6. School takes other steps to assist struggling students, specify: _____ 7. School does not have any program for students who need extra assistance 	<p>Autofill added to question text to gather information about specific grade-levels offered at the school.</p> <p>Response options shorted for ease of presentation, and exemplar text retained as hyperlink help text.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A09.	HSLs:09 (School Administrator, Baseyear, Sect. A, Q. 27)	Modified	Does your high school offer any of the following programs to assist 9th graders who are struggling academically?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. Summer program prior to entry into high school that provides supplemental instruction in reading and math 2. Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria 3. Small 9th grade learning communities or academies separate from the rest of the school 4. Block scheduling, also called double-block or extended-block scheduling 5. Catch-up courses or “double-dosing” of classes 6. Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders 7. Tutoring 8. Another program 9. There are no programs to assist 9th graders who are struggling academically. 	Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically?	<p>Select all that apply</p> <ol style="list-style-type: none"> 1. Summer program prior to entry into the next grade that provides supplemental instruction in reading and math 2. Small learning communities for over-aged students who have not met promotion criteria 3. Small {6th/7th/8th} grade learning communities separate from the rest of the school 4. Block scheduling, also called double-block or extended-block scheduling 5. Catch-up courses or “double-dosing” of classes 6. Specific professional development, coaches, or technical assistance for teachers working with struggling {6th/7th/8th} graders 7. Tutoring 8. Another program 9. There are no programs to assist {6th/7th/8th} graders who are struggling academically. 	<p>Autofill added to question text to gather information about specific grade-levels offered at the school.</p> <p>Response options modified with autofill to correspond to grade level referenced in question text.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A10.	ECLS-K:2011 (School Administrator, Kindergarten, F12a)	Modified	Based on recent state assessments, what percentage of 8th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year.	1. ____ Percentage of 8th grade students whose achievement level is "proficient" or above 2. ____ Percentage required by AYP goals in 2013-2014 3. Not applicable, my district does not receive Title I funding.	Based on recent state assessments, please indicate the percentage of {6th/7th/8th grade students} in your school who scored at or above "proficient" in the following subjects for 2014-2015? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for the same school year.	1. Check this box if your school was not required to take the state assessment because it does not accept Title I funds	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text. Response option serves as a means for the respondent to skip over this set of questions if not applicable.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A10a.	ECLS-K:2011 (School Administrator, Kindergarten, F12a)	Modified	Based on recent state assessments, what percentage of 8th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Reading or verbal skills	<ol style="list-style-type: none"> 1. ___ Percentage of 8th grade students whose achievement level is "proficient" or above 2. ___ Percentage required by AYP goals in 2013-2014 3. Not applicable, my district does not receive Title I funding. 	6th grade students Reading or verbal skills	<p>Percentage of students at or above "proficient" _____ percent</p> <p>Percentage required by AYP goals _____ percent</p>	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A10b.	ECLS-K:2011 (School Administrator, Kindergarten, F12c)	Modified	Based on recent state assessments, what percentage of 8th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Reading or verbal skills	<ol style="list-style-type: none"> 1. ___ Percentage of 8th grade students whose achievement level is "proficient" or above 2. ___ Percentage required by AYP goals in 2013-2014 3. Not applicable, my district does not receive Title I funding. 	6th grade students Mathematics	<p>Percentage of students at or above "proficient" _____ percent</p> <p>Percentage required by AYP goals _____ percent</p>	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A11.	ECLS-K:2011 (School Administrator, Kindergarten, F12a)	Modified	Based on recent state assessments, what percentage of 6th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Mathematics	1. ____ Percentage of 6th grade students whose achievement level is "proficient" or above 2. ____ Percentage required by AYP goals in 2013-2014 3. Not applicable, my district does not receive Title I funding.	Based on recent state assessments, please indicate the percentage of {6th/7th/8th grade students} in your school who scored at or above "proficient" in the following subjects for 2014-2015? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for the same school year.	1. Check this box if your school was not required to take the state assessment because it does not accept Title I funds	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text. Response option serves as a means for the respondent to skip over this set of questions if not applicable.
A11a.	ECLS-K:2011 (School Administrator, Kindergarten, F12a)	Modified	Based on recent state assessments, what percentage of 6th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Mathematics	1. ____ Percentage of 6th grade students whose achievement level is "proficient" or above 2. ____ Percentage required by AYP goals in 2013-2014 3. Not applicable, my district does not receive Title I funding.	7th grade students Reading or verbal skills	Percentage of students at or above "proficient" _____ percent Percentage required by AYP goals _____ percent	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A11b.	ECLS-K:2011 (School Administrator, Kindergarten, F12c)	Modified	Based on recent state assessments, what percentage of 6th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Mathematics	<p>1. ___ Percentage of 6th grade students whose achievement level is "proficient" or above</p> <p>2. ___ Percentage required by AYP goals in 2013-2014</p> <p>3. Not applicable, my district does not receive Title I funding.</p>	7th grade students Mathematics	<p>Percentage of students at or above "proficient" _____ percent</p> <p>Percentage required by AYP goals _____ percent</p>	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A12.	ECLS-K:2011 (School Administrator, Kindergarten, F12a)	Modified	Based on recent state assessments, what percentage of 7th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Mathematics	1. ____ Percentage of 7th grade students whose achievement level is "proficient" or above. 2. ____ Percentage required by AYP goals in 2013-2014. 3. Not applicable, my district does not receive Title I funding.	Based on recent state assessments, please indicate the percentage of {6th/7th/8th grade students} in your school who scored at or above "proficient" in the following subjects for 2014-2015? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for the same school year.	1. Check this box if your school was not required to take the state assessment because it does not accept Title I funds	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text. Response option serves as a means for the respondent to skip over this set of questions if not applicable.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A12a.	ECLS-K:2011 (School Administrator, Kindergarten, F12a)	Modified	Based on recent state assessments, what percentage of 7th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Mathematics	1. ____ Percentage of 7th grade students whose achievement level is "proficient" or above. 2. ____ Percentage required by AYP goals in 2013-2014. 3. Not applicable, my district does not receive Title I funding.	8th grade students Reading or verbal skills	Percentage of students at or above "proficient" ____ percent Percentage required by AYP goals ____ percent	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text.
A12b.	ECLS-K:2011 (School Administrator, Kindergarten, F12c)	Modified	Based on recent state assessments, what percentage of 7th grade students in your school scored "proficient" or above in the following subjects for 2013-2014? Please also indicate the percentage of students scoring proficient or above that was needed to meet your AYP (adequate yearly progress) goals for that school year. Mathematics	1. ____ Percentage of 7th grade students whose achievement level is "proficient" or above. 2. ____ Percentage required by AYP goals in 2013-2014. 3. Not applicable, my district does not receive Title I funding.	8th grade students Mathematics	Percentage of students at or above "proficient" ____ percent Percentage required by AYP goals ____ percent	Question text condensed to avoid repetitious asking of questions and to streamline school administrator question text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A13	ECLS-K (School Administrator, Grade 8, 24a,b,c)		Approximately what percentage of your 6th grade students is in each of the following instructional programs? Special education (with Individualized Education Program (IEP))	1. _____ % of 6th Graders	Approximately what percentage of your of {6th/7th/8th, grade students} is in each of the following instructional programs?		Relevant grade-level span expanded to ask about broader span considered to be "middle level".
A13a.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		Approximately what percentage of your 6th grade students is in each of the following instructional programs? English as a second language	1. _____ % of 6th Graders	6th grade students English as a second language	1. _____ percent age of students 2. Check here if service not available	Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.
A13b.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		Approximately what percentage of your 6th grade students is in each of the following instructional programs? Bilingual education (instruction in both English and another language)	1. _____ % of 6th Graders	6th grade students Bilingual education	1. _____ percent age of students 2. Check here if service not available	Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available. Exemplar text relocated to hyperlinked help text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A13c.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		<p>Approximately what percentage of your 6th grade students is in each of the following instructional programs?</p> <p>Special education (with Individualized Education Program (IEP))</p>	<p>1. _____ % of 6th Graders</p> <p>(IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an Individualized Family Service Plan (IFSP)</p>	<p>6th grade students</p> <p>Special education</p>	<p>1. _____ percent age of students</p> <p>2. Check here if service not available</p>	<p>Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.</p> <p>Definitional text relocated to hyperlinked help text.</p>
A14.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		<p>Approximately what percentage of your 7th grade students is in each of the following instructional programs?</p> <p>English as a second language</p>	<p>1. _____ % of 6th Graders</p>	<p>Approximately what percentage of your {6th/7th/8th, grade students} is in each of the following instructional programs?</p>		<p>Relevant grade-level span expanded to ask about broader span considered to be "middle level".</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A14a.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		Approximately what percentage of your 6th grade students is in each of the following instructional programs? English as a second language	1. _____ % of 6th Graders	7th grade students English as a second language	1. _____ percent age of students 2. Check here if service not available	Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.
A14b.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		Approximately what percentage of your 6th grade students is in each of the following instructional programs? Bilingual education (instruction in both English and another language)	1. _____ % of 6th Graders	7th grade students Bilingual education	1. _____ percent age of students 2. Check here if service not available	Exemplar text relocated to hyperlinked help text. Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A14c.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		<p>Approximately what percentage of your 6th grade students is in each of the following instructional programs?</p> <p>Special education (with Individualized Education Program (IEP))</p>	<p>1. _____ % of 6th Graders</p> <p>(IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an Individualized Family Service Plan (IFSP)</p>	<p>7th grade students</p> <p>Special education</p>	<p>1. _____ percent age of students</p> <p>2. Check here if service not available</p>	<p>Definitional text relocated to hyperlinked help text.</p> <p>Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.</p>
A15.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		<p>Approximately what percentage of your 7th grade students is in each of the following instructional programs?</p> <p>Bilingual education (instruction in both English and another language)</p>	<p>1. _____ % of 6th Graders</p>	<p>Approximately what percentage of your of {6th/7th/8th, grade students} is in each of the following instructional programs?</p>		<p>Relevant grade-level span expanded to ask about broader span considered to be "middle level".</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A15a.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		Approximately what percentage of your 6th grade students is in each of the following instructional programs? English as a second language	1. _____ % of 6th Graders	8th grade students English as a second language	1. _____ percent age of students 2. Check here if service not available	Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.
A15b.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		Approximately what percentage of your 6th grade students is in each of the following instructional programs? Bilingual education (instruction in both English and another language)	1. _____ % of 6th Graders	8th grade students Bilingual education	1. _____ percent age of students 2. Check here if service not available	Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available. Exemplar text relocated to hyperlinked help text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
A15c.	ECLS-K (School Administrator, Grade 8, 24a,b,c)		<p>Approximately what percentage of your 6th grade students is in each of the following instructional programs?</p> <p>Special education (with Individualized Education Program (IEP))</p>	<p>1. _____ % of 6th Graders</p> <p>(IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an Individualized Family Service Plan (IFSP)</p>	<p>8th grade students</p> <p>Special education</p>	<p>1. _____ percent age of students</p> <p>2. Check here if service not available</p>	<p>Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.</p> <p>Definitional text relocated to hyperlinked help text.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01a.	NLTS 2012 (School Administrator; E1a)	Modified	Which of the following placement options are available for students with IEPs at this school? General education with services or supports		What percentage of students with IEPs at your school are served by the following placement options: <i>If a service is available but no students currently receive it, enter 0 for that service.</i> <i>If a service is not available at your school, check the box in the "Service not available" column.</i> General education with services or supports	1. _____ Percentage of students with IEPs 2. Service not available	Question was modified to capture the percent of students served, rather than just if the placement options were available.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01b.	NLTS 2012 (School Administrator; E1b)	Modified	Which of the following placement options are available for students with IEPs at this school? Classes co-taught by general and special education teachers		What percentage of students with IEPs at your school are served by the following placement options: <i>If a service is available but no students currently receive it, enter 0 for that service.</i> <i>If a service is not available at your school, check the box in the "Service not available" column.</i> Classes co-taught by general and special education teachers	1. _____ Percentage of students with IEPs 2. Service not available	Question was modified to capture the percent of students served, rather than just if the placement options were available.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01c.	NLTS 2012 (School Administrator; E1c)	Modified	Which of the following placement options are available for students with IEPs at this school? Part-time resource room for special education students		What percentage of students with IEPs at your school are served by the following placement options: <i>If a service is available but no students currently receive it, enter 0 for that service.</i> <i>If a service is not available at your school, check the box in the "Service not available" column.</i> Part-time resource room for special education students	1. _____ Percentage of students with IEPs 2. Service not available	Question was modified to capture the percent of students served, rather than just if the placement options were available.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01d.	NLTS 2012 (School Administrator; E1d)	Modified	Which of the following placement options are available for students with IEPs at this school? Self-contained special education classrooms		What percentage of students with IEPs at your school are served by the following placement options: <i>If a service is available but no students currently receive it, enter 0 for that service.</i> <i>If a service is not available at your school, check the box in the "Service not available" column.</i> Self-contained special education classrooms	1. _____ Percentage of students with IEPs 2. Service not available	Question was modified to capture the percent of students served, rather than just if the placement options were available.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01e.	NLTS 2012 (School Administrator; E1e)	Modified	<p>Which of the following placement options are available for students with IEPs at this school?</p> <p>Individual instruction such as home school or a residential, off site, incarceration or hospital program</p>		<p>What percentage of students with IEPs at your school are served by the following placement options:</p> <p><i>If a service is available but no students currently receive it, enter 0 for that service.</i></p> <p><i>If a service is not available at your school, check the box in the "Service not available" column.</i></p> <p>Individual instruction such as home school or a residential, off site, incarceration or hospital program</p>	<p>1. _____ Percentage of students with IEPs</p> <p>2. Service not available</p>	<p>Question was modified to capture the percent of students served, rather than just if the placement options were available.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B01f.	NLTS 2012 (School Administrator; E1f)	Modified	Which of the following placement options are available for students with IEPs at this school? Other (Please specify)		What percentage of students with IEPs at your school are served by the following placement options: <i>If a service is available but no students currently receive it, enter 0 for that service.</i> <i>If a service is not available at your school, check the box in the "Service not available" column.</i> Other (Please specify)	1. _____ Percentage of students with IEPs 2. Service not available	Question was modified to capture the percent of students served, rather than just if the placement options were available.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02a.	NLTS 2012 (School Administrator; E2)		Which of the following are available to <u>general education teachers</u> in this school when students with IEPs are included in their classes? Check this box if students with IEPs are not included in general education classrooms at your school Consultation or technical assistance by special education or other staff with general special education training, not specific to child's disability		Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Check this box if students with IEPs are not included in general education classrooms at your school Consultation or technical assistance by special education or other staff with general special education training, not specific to child's disability	1. Yes 2. No	Question text and response options revised to change from "check all that apply" to specific "yes/no" responses for each service and/or support in the general education classroom to improve data reporting quality.
B02b.	NLTS 2012 (School Administrator; E2)		Which of the following are available to <u>general education teachers</u> in this school when students with IEPs are included in their classes? Special equipment or materials		Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Special equipment or materials	1. Yes 2. No	Question text and response options revised to change from "check all that apply" to specific "yes/no" responses for each service and/or support in the general education classroom to improve data reporting quality.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02c.	NLTS 2012 (School Administrator; E2)		Which of the following are available to <u>general</u> education teachers in this school when students with IEPs are included in their classes? Professional development		Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Professional development	1. Yes 2. No	Question text and response options revised to change from "check all that apply" to specific "yes/no" responses for each service and/or support in the general education classroom to improve data reporting quality.
B02d.	NLTS 2012 (School Administrator; E2)		Which of the following are available to <u>general</u> education teachers in this school when students with IEPs are included in their classes? Teacher aides, instructional assistants, paraprofessionals, or aides for individual students		Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Teacher aides, instructional assistants, paraprofessionals, or aides for individual students	1. Yes 2. No	Question text and response options revised to change from "check all that apply" to specific "yes/no" responses for each service and/or support in the general education classroom to improve data reporting quality.
B02e.	NLTS 2012 (School Administrator; E2)		Which of the following are available to general education teachers in this school when students with IEPs are included in their classes? Smaller student load or class size		Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Smaller student load or class size	1. Yes 2. No	Question text and response options revised to change from "check all that apply" to specific "yes/no" responses for each service and/or support in the general education classroom to improve data reporting quality.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02f.	NLTS 2012 (School Administrator; E2)		Which of the following are available to general education teachers in this school when students with IEPs are included in their classes? Co-teaching or team teaching with a special education teacher or related services provider		Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Co-teaching with a special education teacher or related services provider	1. Yes 2. No	Question text and response options revised to change from "check all that apply" to specific "yes/no" responses for each service and/or support in the general education classroom to improve data reporting quality.
B02g.	New Item	New Item			Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Team teaching with a special education teacher or related services provider	1. Yes 2. No	
B02h.	New Item	New Item			Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Team planning	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B02i.	New Item	New Item			Are the following services and supports available to general education teachers in this school when students with IEPs are included in their classes? Other (Please specify)	1. Yes 2. No	
B03a.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Referrals to Vocational Rehabilitation Services	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Referrals to Vocational Rehabilitation services	1. Percentage of students with IEPs _____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03b.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Help developing capability to dress, clean, care for self	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Help developing capability to dress, clean, care for self	1. Percentage of students with IEPs _____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.
B03c.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Learning self-determination and self-advocacy skills	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Learning self-determination and self-advocacy skills	1. Percentage of students with IEPs _____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03d.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Peer buddy program	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Peer buddy program	1. Percentage of students with IEPs ____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.
B03e.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Alternative placements for students who are expelled and/or suspended	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Alternative placements for students who are expelled and/or suspended	1. Percentage of students with IEPs ____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03f.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Helping students connect to outside transition services, supports, and activities (e.g., tutoring, mentoring, transportation, assistive technology, networking)	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Helping students connect to outside transition services, supports, and activities	1. Percentage of students with IEPs _____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers. Exemplar text relocated to hyperlinked help text.
B03g.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Helping students connect to adult residential providers and day services	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Helping students connect to adult residential providers and day services	1. Percentage of students with IEPs _____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03h.	NLTS 2012 (School Administrator; E4)	Modified	<p>Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year.</p> <p>Information bank for parents or guardians with materials and resources relating to independent living</p>	<p>1= Yes 2= No</p>	<p>For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers.</p> <p>Information bank for parents or guardians with materials and resources relating to independent living</p>	<p>1. Percentage of students with IEPs _____ percent</p> <p>2. Program or service not available</p>	<p>Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
B03i.	NLTS 2012 (School Administrator; E4)	Modified	Below is a list of programs and supports schools can offer to students with IEPs. For each, please indicate whether your school offers this program or support during the current school year. Instruction for parents or guardians on youth's rights and responsibilities under disability-related laws	1= Yes 2= No	For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Instruction for parents or guardians on youth's rights and responsibilities under disability-related laws	1. Percentage of students with IEPs _____ percent 2. Program or service not available	Revised question text and response options to capture percentage of students receiving services, rather than just if services are offered, and to include services provided by alternate service providers.
B03j.	New Item	New Item			For each of the following programs and supports, please indicate what percentage of students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers. Other (Please specify)	1. Percentage of students with IEPs _____ percent 2. Program or service not available	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C01a.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q28	Modified	Does your school use INTERDISCIPLINARY Team Teaching? Two or more teaches of DIFFERENT SUBJECTS share the same group of students and/or coordinate the instructional programs across subjects. Circle all grades in which you use INTERDISCIPLINARY teams:	6 7 8 9 DO NOT USE	Does your school use interdisciplinary team teaching in the following grades? Grade 6	1. Yes 2. No	Revised question text to remove definitions, which were relocated to hyperlinked help text. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C01b.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q28	Modified	Does your school use INTERDISCIPLINARY Team Teaching? Two or more teaches of DIFFERENT SUBJECTS share the same group of students and/or coordinate the instructional programs across subjects. Circle all grades in which you use INTERDISCIPLINARY teams:	6 7 8 9 DO NOT USE	Does your school use interdisciplinary team teaching in the following grades? Grade 7	1. Yes 2. No	Revised question text to remove definitions, which were relocated to hyperlinked help text. Grade levels asked about in response options expanded to be more encompassing of middle grades.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C01c.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q28	Modified	Does your school use INTERDISCIPLINARY Team Teaching? Two or more teaches of DIFFERENT SUBJECTS share the same group of students and/or coordinate the instructional programs across subjects. Circle all grades in which you use INTERDISCIPLINARY teams:	6 7 8 9 DO NOT USE	Does your school use interdisciplinary team teaching in the following grades? Grade 8	1. Yes 2. No	Revised question text to remove definitions, which were relocated to hyperlinked help text. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C02a.	New Item	New Item			When did your school begin using interdisciplinary team teaching in the following middle grades? Grade 6	1. School-year started using interdisciplinary team teaching _____ 2. Don't know	
C02b.	New Item	New Item			When did your school begin using interdisciplinary team teaching in the following middle grades? Grade 7	1. School-year started using interdisciplinary team teaching _____ 2. Don't know	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C02c.	New Item	New Item			When did your school begin using interdisciplinary team teaching in the following middle grades? Grade 8	1. School-year started using interdisciplinary team teaching _____ 2. Don't know	
C03a.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29	Modified	How many teachers are on a typical interdisciplinary team to teach eighth graders at your school? Circle the NUMBER OF TEACHERS on a typical team:	2 3 4 5 6 7 or more	For each grade listed below, please indicate the number of interdisciplinary teams, average number of teachers per team, and average number of students per team. Your best estimate is fine. Grade 6	1. Number of interdisciplinary teams _____ 2. Average number of teachers per team _____ 3. Average number of students per team _____	Revised question text to include asking about number of teams and average number of students per team. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C03b.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29	Modified	How many teachers are on a typical interdisciplinary team to teach eighth graders at your school? Circle the NUMBER OF TEACHERS on a typical team:	2 3 4 5 6 7 or more	For each grade listed below, please indicate the number of interdisciplinary teams, average number of teachers per team, and average number of students per team. Your best estimate is fine. Grade 7	1. Number of interdisciplinary teams _____ 2. Average number of teachers per team _____ 3. Average number of students per team _____	Revised question text to include asking about number of teams and average number of students per team. Grade levels asked about in response options expanded to be more encompassing of middle grades.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C03c.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29	Modified	How many teachers are on a typical interdisciplinary team to teach eighth graders at your school? Circle the NUMBER OF TEACHERS on a typical team:	2 3 4 5 6 7 or more	For each grade listed below, please indicate the number of interdisciplinary teams, average number of teachers per team, and average number of students per team. Your best estimate is fine. Grade 8	1. Number of interdisciplinary teams _____ 2. Average number of teachers per team _____ 3. Average number of students per team _____	Revised question text to include asking about number of teams and average number of students per team. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C04a.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. English/Language arts	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04b.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Mathematics	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C04c.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Science	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04d.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Social studies/civics	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C04e.	New item	New item			Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Health	All grades Grade 6 Grade 7 Grade 8	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04f.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Art	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C04g.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Music	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04h.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Technology/computer science	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C04i.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Foreign language	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04j.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Physical education (P.E.)	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C04k.	New Item	New Item			Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Special education	All grades Grade 6 Grade 7 Grade 8	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C04i.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30	Modified	Which subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team. Subjects taught by teachers on team...	Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other	Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for each grade level by checking the box if the subject matter is typically part of the teams at that corresponding grade level. Other (Please specify)	All grades Grade 6 Grade 7 Grade 8	Revised question text to change from "circling" answer to "checking" answer. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C05a.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31	Modified	How much COMMON planning time is OFFICIALLY SCHEDULED EACH WEEK for all members of an eighth-grade interdisciplinary team?	1. No official common planning time 2. Less than 30 minutes per week 3. Between one-half and 1 hour per week 4. Between 1 and 2 hours per week 5. Between 2 and 3 hours per week 6. More than 3 hours per week	On average, how much common planning time is regularly scheduled each week for interdisciplinary teaching teams at the following grade levels? Your best estimate is fine. Grade 6	1. None 2. Less than 30 minutes 3. 30-60 minutes 4. 61-120 minutes 5. 121-180 minutes 6. More than 180 minutes 7. Don't know	Response options updated to ask about average planning time in minutes rather than hours. Grade levels asked about in response options expanded to be more encompassing of middle grades.
C05b.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31	Modified	How much COMMON planning time is OFFICIALLY SCHEDULED EACH WEEK for all members of an eighth-grade interdisciplinary team?	1. No official common planning time 2. Less than 30 minutes per week 3. Between one-half and 1 hour per week 4. Between 1 and 2 hours per week 5. Between 2 and 3 hours per week 6. More than 3 hours per week	On average, how much common planning time is regularly scheduled each week for interdisciplinary teaching teams at the following grade levels? Your best estimate is fine. Grade 7	1. None 2. Less than 30 minutes 3. 30-60 minutes 4. 61-120 minutes 5. 121-180 minutes 6. More than 180 minutes 7. Don't know	Response options updated to ask about average planning time in minutes rather than hours. Grade levels asked about in response options expanded to be more encompassing of middle grades.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C05c.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31	Modified	How much COMMON planning time is OFFICIALLY SCHEDULED EACH WEEK for all members of an eighth-grade interdisciplinary team?	<ol style="list-style-type: none"> 1. No official common planning time 2. Less than 30 minutes per week 3. Between one-half and 1 hour per week 4. Between 1 and 2 hours per week 5. Between 2 and 3 hours per week 6. More than 3 hours per week 	On average, how much common planning time is regularly scheduled each week for interdisciplinary teaching teams at the following grade levels? Your best estimate is fine. Grade 8	<ol style="list-style-type: none"> 1. None 2. Less than 30 minutes 3. 30-60 minutes 4. 61-120 minutes 5. 121-180 minutes 6. More than 180 minutes 7. Don't know 	<p>Response options updated to ask about average planning time in minutes rather than hours.</p> <p>Grade levels asked about in response options expanded to be more encompassing of middle grades.</p>
C06a.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. Revise Schedules. Teachers arrange or alter schedules for classes that need more time.	<ol style="list-style-type: none"> None Little Less than half About half More than half 	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Teachers collaboratively develop or revise curriculum.	<ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities.</p> <p>Types of activities updated based on expert feedback.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C06b.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. Regroup Students. Teachers arrange small or large groups of students to match lessons to abilities.	None Little Less than half About half More than half	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Teachers work collaboratively to coordinate and/or develop assignments.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities. Types of activities updated based on expert feedback.
C06c.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. Regroup Students. Teachers arrange small or large groups of students to match lessons to abilities.	None Little Less than half About half More than half	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Teachers work collaboratively to coordinate and/or develop assessments.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities. Types of activities updated based on expert feedback.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C06d.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings.	None Little Less than half About half More than half	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Teachers discuss individual students (e.g., issues accomplishments, problems).	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities. Types of activities updated based on expert feedback.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C06e.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	<p>In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings.</p> <p>Conduct Conferences With Parents. Teachers meet as a team with parents to solve problems, provide assistance.</p>	<p>None Little Less than half About half More than half</p>	<p>In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine.</p> <p>Teachers discuss activities related to parent involvement or communicate with parents.</p>	<p>1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often</p>	<p>Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities.</p> <p>Types of activities updated based on expert feedback.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C06f.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. Coordinate content. Teachers decide common themes and related topics for instruction.	None Little Less than half About half More than half	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Teachers decide common themes and related topics for instruction.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities. Types of activities updated based on expert feedback.
C06g.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. Plan Special Events. Teachers arrange assemblies, trips, or other team activities.	None Little Less than half About half More than half	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Teachers arrange assemblies, trips, or other team activities.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities. Types of activities updated based on expert feedback.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C06h.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. Individual Teacher Preparation. Teachers work on their own lessons, tests, grades	None Little Less than half About half More than half	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Teachers work on their own lessons, tests, grades, etc.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities. Types of activities updated based on expert feedback.
C06i.	NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32	Modified	In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. Other (describe)	None Little Less than half About half More than half	In a typical common planning time period for an interdisciplinary teaching team, how often do you estimate teachers engage in the following activities? Your best estimate is fine. Other (Please specify)	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Question text and response options revised to ask about "how often" planning time activities occur rather than how much time is spent on activities. Types of activities updated based on expert feedback.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C07a.	New item	New item			Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school. Teachers are sufficiently trained in the team approach	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	
C07b.	New item	New item			Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school. Teachers identify with the team	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	
C07c.	New item	New item			Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school. Teachers collaborate and provide professional support	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C07d.	New item	New item			<p>Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school.</p> <p>Teachers use integrated curriculum across subjects</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	
C07e.	New item	New item			<p>Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school.</p> <p>The school schedule has flexibility to regroup students or vary time for different subjects</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	
C07f.	New item	New item			<p>Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school.</p> <p>Students identify with the team</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C07g.	New item	New item			<p>Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school.</p> <p>Individual student problems are recognized quickly</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	
C08a.	New item	New item			<p>Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school.</p> <p>Minimum competency tests for promotion to next grade</p>	<ol style="list-style-type: none"> 1. Never been used 2. Currently used 3. Used in the past 4. Use in the future 	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C08b.	New item	New item			Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school. Common academic curriculum for all students in the same grade	1. Never been used 2. Currently used 3. Used in the past 4. Use in the future	
C08c.	New item	New item			Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school. Classes organized for cooperative learning	1. Never been used 2. Currently used 3. Used in the past 4. Use in the future	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C08d.	New item	New item			<p>Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school.</p> <p>Exploratory mini-courses for all students in all grades</p>	<p>1. Never been used 2. Currently used 3. Used in the past 4. Use in the future</p>	
C08e.	New item	New item			<p>Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school.</p> <p>Students from more than one grade level assigned together to the same academic classes</p>	<p>1. Never been used 2. Currently used 3. Used in the past 4. Use in the future</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C08f.	New item	New item			<p>Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school.</p> <p>Teachers send information and ideas to parents on how to help their children with homework and skills</p>	<p>1. Never been used 2. Currently used 3. Used in the past 4. Use in the future</p>	
C08g.	New item	New item			<p>Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school.</p> <p>Extracurricular activities for all students</p>	<p>1. Never been used 2. Currently used 3. Used in the past 4. Use in the future</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C08h.	New item	New item			<p>Please indicate whether the following programs or practices have never been used, are currently used, are not currently used but have been in the past, or are not currently being used but will likely be implemented in the near future at your school.</p> <p>Schools-within-a-school with their own administrative staffs</p>	<p>1. Never been used 2. Currently used 3. Used in the past 4. Use in the future</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	The following questions are about math courses at your school. Which of the following math courses are offered by your school?	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09a.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 6 Remedial Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09b.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 6 General Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09c.	HSLs:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 6 Honors Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09d.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 7 Remedial Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09e.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 7 General Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09f.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 7 Honors Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09g.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 8 Remedial Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09h.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 8 General Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09i.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Grade 8 Honors Math	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09j.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Introduction to Algebra/ Pre-algebra	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09k.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Algebra 1, part 1	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09I.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Algebra 1, part 2	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09m.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Algebra I	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09n.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Algebra II	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09o.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Geometry	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09p.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Trigonometry	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09q.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Pre-calculus	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09r.	HSL:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Calculus	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C09s.	HSLs:09 (School Administrator, Baseyear, Sect. D, Q.1)	Modified	Which of the following math and computer sciences courses are offered onsite at your high school? (Check all that apply.)	PreAlgebra Review or Remedial Math Integrated Math I Integrated Math II or above Algebra I, part 1 and part 2 Algebra I Algebra II Geometry Trigonometry Algebra III Analytic Geometry Calculus AP Calculus, AB AP Calculus, BC Calculus IB Computer Science AP Computer Science, A AP Computer Science, AB Statistics or Probability AP Statistics	Other math Other (Please specify)	1. Yes, offered in a traditional classroom setting 2. Yes, offered at a neighboring school 3. Yes, offered virtually 4. No, the course is not offered	Question text was revised to remove "computer science courses" to focus on mathematics and to capture courses offered by the school both onsite and offsite. Response options were revised to make more appropriate to grades 6, 7, and 8 and to specify where or how the course is offered. Response options changed from "select all" to having the respondent answer yes by type of setting or no, for each math class type offered at each grade level.
C10	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll?		

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C10a.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 6 Remedial Math	1. Yes 2. No	
C10b.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 6 General Math	1. Yes 2. No	
C10c.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 6 Honors Math	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C10d.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 7 Remedial Math	1. Yes 2. No	
C10e.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 7 General Math	1. Yes 2. No	
C10f.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 7 Honors Math	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C10g.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 8 Remedial Math	1. Yes 2. No	
C10h.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 8 General Math	1. Yes 2. No	
C10i.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Grade 8 Honors Math	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C10j.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Introduction to Algebra/ Pre-algebra	1. Yes 2. No	
C10k.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Algebra I, part 1	1. Yes 2. No	
C10l.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Algebra I, part 2	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C10m.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Algebra I	1. Yes 2. No	
C10n.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Algebra II	1. Yes 2. No	
C10o.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Geometry	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C10p.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Trigonometry	1. Yes 2. No	
C10q.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Pre-calculus	1. Yes 2. No	
C10r.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Calculus	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C10s.	New item	New item			Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? Other math Other (Please specify)	1. Yes 2. No	
C11	NAEP:2009 (School Background, Grade 8, Part III, 8)	Modified	8. Please estimate the percentage of students that is transferred to a higher ability/achievement-based placement in mathematics between eighth and ninth grade.	1. Less than 1 percent 2. 1 to 5 percent 3. 6 to 10 percent 4. 11 to 25 percent 5. More than 25 percent 6. Students are not grouped by ability.	Please estimate the percentage of 7th grade students repeating the level of mathematics they took in 6th grade. If your school uses a semester or block course system, please indicate the percentage of 7th grade students repeating the last course section they took in 6th grade.	1. Less than 1% 2. 1%-5% 3. 6%-10% 4. 11%-25% 5. More than 25% 6. Students are not grouped by ability 7. Do not know	Question was modified to focus on students repeating a course, rather than transferring to a higher ability/achievement based placement. Instructions were added for the benefit of administrators of schools with semester or block course systems.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C12	NAEP:2009 (School Background, Grade 8, Part III, 8)	Modified	8. Please estimate the percentage of students that is transferred to a higher ability/achievement-based placement in mathematics between eighth and ninth grade.	<ol style="list-style-type: none"> 1. Less than 1 percent 2. 1 to 5 percent 3. 6 to 10 percent 4. 11 to 25 percent 5. More than 25 percent 6. Students are not grouped by ability. 	<p>Please estimate the percentage of 8th grade students repeating the level of mathematics they took in 7th grade.</p> <p>If your school uses a semester or block course system, please indicate the percentage of 8th grade students repeating the last course section they took in 7th grade.</p>	<ol style="list-style-type: none"> 1. Less than 1% 2. 1%-5% 3. 6%-10% 4. 11%-25% 5. More than 25% 6. Students are not grouped by ability 7. Do not know 	<p>Question was modified to focus on students repeating a course, rather than transferring to a higher ability/achievement based placement. Instructions were added for the benefit of administrators of schools with semester or block course systems.</p>
C13	NAEP:2009 (School Background, Grade 8, Part III, 9)	Modified	9. Please estimate the percentage of students that is transferred to a lower ability/achievement-based placement in mathematics between eighth and ninth grade.	<ol style="list-style-type: none"> 1. Less than 1 percent 2. 1 to 5 percent 3. 6 to 10 percent 4. 11 to 25 percent 5. More than 25 percent 6. Students are not grouped by ability. 	<p>Please estimate the percentage of students demoted to a previous level in mathematics between 6th and 7th grade.</p>	<ol style="list-style-type: none"> 1. Less than 1% 2. 1%-5% 3. 6%-10% 4. 11%-25% 5. More than 25% 6. Students are not grouped by ability 7. Do not know 	<p>The text "transferred to a lower ability/achievement based placement" was changed to "demoted to a previous level" for clarity.</p>
C14	NAEP:2009 (School Background, Grade 8, Part III, 9)	Modified	9. Please estimate the percentage of students that is transferred to a lower ability/achievement-based placement in mathematics between eighth and ninth grade.	<ol style="list-style-type: none"> 1. Less than 1 percent 2. 1 to 5 percent 3. 6 to 10 percent 4. 11 to 25 percent 5. More than 25 percent 6. Students are not grouped by ability. 	<p>Please estimate the percentage of students demoted to a previous level in mathematics between 7th and 8th grade.</p>	<ol style="list-style-type: none"> 1. Less than 1% 2. 1%-5% 3. 6%-10% 4. 11%-25% 5. More than 25% 6. Students are not grouped by ability 7. Do not know 	<p>The text "transferred to a lower ability/achievement based placement" was changed to "demoted to a previous level" for clarity.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C15a.	New item	New item			Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in 6th grade? 6th grade 7th grade 8th grade 9th grade	Select course... Note: "SELECT COURSE..." IS A DROPDOWN MENU THAT WILL LIST ALL MATHEMATICS COURSES OFFERED BY THE SCHOOL AND ALL COURSES UNDER "OTHER MATH" CATEGORY INCLUDING RESPONDENT SPECIFIED COURSES. IN ADDITION THE OPTION "NOT SURE" WILL BE INCLUDED	
C15b.	New item	New item			Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in 6th grade? 6th grade 7th grade 8th grade 9th grade	Select course... Note: "SELECT COURSE..." IS A DROPDOWN MENU THAT WILL LIST ALL MATHEMATICS COURSES OFFERED BY THE SCHOOL AND ALL COURSES UNDER "OTHER MATH" CATEGORY INCLUDING RESPONDENT SPECIFIED COURSES. IN ADDITION THE OPTION "NOT SURE" WILL BE INCLUDED	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C15c.	New item	New item			Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in 6th grade? 6th grade 7th grade 8th grade 9th grade	Select course... Note: "SELECT COURSE..." IS A DROPDOWN MENU THAT WILL LIST ALL MATHEMATICS COURSES OFFERED BY THE SCHOOL AND ALL COURSES UNDER "OTHER MATH" CATEGORY INCLUDING RESPONDENT SPECIFIED COURSES. IN ADDITION THE OPTION "NOT SURE" WILL BE INCLUDED	
C16a.	New item	New item			Is there any other sequence of courses that is taken by 6th graders?	1. Yes 2. No	
C16b.	New item	New item			What is the additional sequence of courses some students would take starting in 6th grade? 6th grade 7th grade 8th grade 9th grade	Select course... Note: "SELECT COURSE..." IS A DROPDOWN MENU THAT WILL LIST ALL MATHEMATICS COURSES OFFERED BY THE SCHOOL AND ALL COURSES UNDER "OTHER MATH" CATEGORY INCLUDING RESPONDENT SPECIFIED COURSES. IN ADDITION THE OPTION "NOT SURE" WILL BE INCLUDED	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C17a.	ECLS-K (School Administrator, Grade 8, 24)	Unchanged			Approximately what percentage of your <u>6th grade students</u> are in each of the following instructional programs? Reading instruction for students performing below grade level in reading	1. Percentage of 6th grade students _____ percent 2. Instructional program not available at this grade	
C17b.	ECLS-K (School Administrator, Grade 8, 24)	Modified	Approximately what percentage of your 6th grade students are in each of the following instructional programs? a. Special education (with Individualized Education Plan (IEP)) b. Bilingual education (instruction in both English and students' native language) c. English as a second language d. Reading instruction for students performing below grade level in reading e. Math instruction for students performing below grade level in math f. After school/summer outreach program g. Gifted and talented	_____ Percent	Approximately what percentage of your <u>6th grade students</u> is in each of the following instructional programs? Additional instruction for students performing below grade level in other areas of English language arts	1. Percentage of 6th grade students _____ percent 2. Instructional program not available at this grade	A question was added for other areas of English language arts.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C17c.	ECLS-K (School Administrator, Grade 8, 24)	Unchanged			<p>Approximately what percentage of your <u>6th grade students</u> is in each of the following instructional programs?</p> <p>Instruction for students performing below grade level in mathematics</p>	<p>1. Percentage of 6th grade students _____ percent</p> <p>2. Instructional program not available at this grade</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C17d.	ECLS-K (School Administrator, Grade 8, 24)	Modified	<p>Approximately what percentage of your 8th grade students is in each of the following instructional programs?</p> <p>a. Special education (with Individualized Education Plan (IEP))</p> <p>b. Bilingual education (instruction in both English and students' native language)</p> <p>c. English as a second language</p> <p>d. Reading instruction for students performing below grade level in reading</p> <p>e. Math instruction for students performing below grade level in math</p> <p>f. After school/summer outreach program</p> <p>g. Gifted and talented</p>	<p>_____ Percent</p>	<p>Approximately what percentage of your <u>6th grade students</u> is in each of the following instructional programs?</p> <p>Gifted and talented or International Baccalaureate® (IB)</p>	<p>1. Percentage of 6th grade students _____ percent</p> <p>2. Instructional program not available at this grade</p>	<p>Question text for program Gifted and Talented was expanded to include International Baccalaureate.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C18a	ECLS-K (School Administrator, Grade 8, 24)	Unchanged			Approximately what percentage of your <u>7th grade students</u> are in each of the following instructional programs? Reading instruction for students performing below grade level in reading	1. Percentage of 7th grade students ____ percent 2. Instructional program not available at this grade	
C18b.	ECLS-K (School Administrator, Grade 8, 24)	Modified	24. Approximately what percentage of your 8th grade students is in each of the following instructional programs?	a. Special education (with Individualized Education Plan (IEP)) b. Bilingual education (instruction in both English and students' native language) c. English as a second language d. Reading instruction for students performing below grade level in reading e. Math instruction for students performing below grade level in math f. After school/summer outreach program g. Gifted and talented	Approximately what percentage of your <u>7th grade students</u> are in each of the following instructional programs? Additional instruction for students performing below grade level in other areas of English language arts	1. Percentage of 7th grade students ____ percent 2. Instructional program not available at this grade	A question was added for other areas of English language arts.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C18c.	ECLS-K (School Administrator, Grade 8, 24)	Unchanged			Approximately what percentage of your <u>7th grade students</u> are in each of the following instructional programs? Instruction for students performing below grade level in mathematics	1. Percentage of 7th grade students _____ percent 2. Instructional program not available at this grade	
C18d.	ECLS-K (School Administrator, Grade 8, 24)	Modified	Approximately what percentage of your 8th grade students is in each of the following instructional programs? a. Special education (with Individualized Education Plan (IEP)) b. Bilingual education (instruction in both English and students' native language) c. English as a second language d. Reading instruction for students performing below grade level in reading e. Math instruction for students performing below grade level in math f. After school/summer outreach program g. Gifted and talented	_____ Percent	Approximately what percentage of your <u>7th grade students</u> are in each of the following instructional programs? Gifted and talented or International Baccalaureate® (IB)	1. Percentage of 7th grade students _____ percent 2. Instructional program not available at this grade	Question text for program Gifted and Talented was expanded to include International Baccalaureate.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C19a	ECLS-K (School Administrator, Grade 8, 24)	Unchanged			<p>Approximately what percentage of your 8th grade students is in each of the following instructional programs?</p> <p>Reading instruction for students performing below grade level in reading</p>	<p>1. Percentage of 8th grade students _____ percent</p> <p>2. Instructional program not available at this grade</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C19b	ECLS-K (School Administrator, Grade 8, 24)	Modified	<p>24. Approximately what percentage of your 8th grade students is in each of the following instructional programs?</p> <p>a. Special education (with Individualized Education Plan (IEP))</p> <p>b. Bilingual education (instruction in both English and students' native language)</p> <p>c. English as a second language</p> <p>d. Reading instruction for students performing below grade level in reading</p> <p>e. Math instruction for students performing below grade level in math</p> <p>f. After school/summer outreach program</p> <p>g. Gifted and talented</p>	<p>_____ Percent</p>	<p>Approximately what percentage of your 8th grade students is in each of the following instructional programs?</p> <p>Additional instruction for students performing below grade level in other areas of English language arts</p>	<p>1. Percentage of 8th grade students _____ percent</p> <p>2. Instructional program not available at this grade</p>	<p>A question was added for other areas of English language arts.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C19c	ECLS-K (School Administrator, Grade 8, 24)	Unchanged			<p>Approximately what percentage of your 8th grade students is in each of the following instructional programs?</p> <p>Instruction for students performing below grade level in mathematics</p>	<p>1. Percentage of 8th grade students _____ percent</p> <p>2. Instructional program not available at this grade</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C19d	ECLS-K (School Administrator, Grade 8, 24)	Modified	<p>24. Approximately what percentage of your 8th grade students is in each of the following instructional programs?</p> <p>a. Special education (with Individualized Education Plan (IEP))</p> <p>b. Bilingual education (instruction in both English and students' native language)</p> <p>c. English as a second language</p> <p>d. Reading instruction for students performing below grade level in reading</p> <p>e. Math instruction for students performing below grade level in math</p> <p>f. After school/summer outreach program</p> <p>g. Gifted and talented</p>	<p>_____ Percent</p>	<p>Approximately what percentage of your 8th grade students is in each of the following instructional programs?</p> <p>Gifted and talented or International Baccalaureate® (IB)</p>	<p>1. Percentage of 8th grade students _____ percent</p> <p>2. Instructional program not available at this grade</p>	<p>Question text for program Gifted and Talented was expanded to include International Baccalaureate.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C20	NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21)	Modified	How do you organize the transition from the middle grades to the high school grades in the following ways?	<p>Select all that apply to your present practices.</p> <ol style="list-style-type: none"> 1. No transition—high school grades continue in K-12, 7-12, or other program 2. No special activities until students enter high school 3. High school students present information at the middle grades school 4. Middle grades students visit the high school for assembly 5. Middle grades students attend regular classes at the high school 6. Buddy or big brother/big sister programs that pairs new students with an older student in the fall 7. Parents visit high school while students are still in middle grades 8. Parents visit high school for an orientation in the fall after children have entered 9. Summer meetings at the high school 10. High school counselors meet with students while they are still in middle grades 	Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?	<ol style="list-style-type: none"> 1. No transition—{AF1} grade seamlessly continues directly from {AF2} grade 2. No special activities until students enter {AF2} grade 3. {AF2} grade students share information with the {AF1} grade students 4. {AF1} grade students visit an assembly of {AF2} grade students 5. {AF1} grade students attend regular {AF2} grade courses 6. Buddy programs that pair new students with an older student in the fall 7. Parents visit the school or {AF2} grade section while students are still in {AF1} grade 8. Parents can attend an orientation in the fall after students start {AF2} grade 9. Meeting for {AF1} grade students during the summer prior to beginning the {AF2} grade 10. {AF2} grade and {AF1} grade teachers meet together on courses and requirements 11. {AF2} grade and {AF1} grade 	<p>Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.</p> <p>New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C21.	New item	New item			Does your school provide additional assistance with the transition from {AF1} grade to {AF2} grade for students with disabilities?	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C22	NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21)	Modified	How do you organize the transition from the middle grades to the high school grades in the following ways?		Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?	<ol style="list-style-type: none"> 1. No transition—{AF3} grade seamlessly continues directly from {AF4} grade 2. No special activities until students enter {AF4} grade 3. {AF4} grade students share information with the {AF3} grade students 4. {AF3} grade students visit an assembly of {AF4} grade students 5. {AF3} grade students attend regular {AF4} grade courses 6. Buddy programs that pair new students with an older student in the fall 7. Parents visit the school or {AF4} grade section while students are still in {AF3} grade 8. Parents can attend an orientation in the fall after students start {AF4} grade 9. Meeting for {AF3} grade students during the summer prior to beginning the {AF4} grade 10. {AF4} grade and {AF3} grade teachers meet together on courses and requirements 11. {AF4} grade and {AF3} 	<p>Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.</p> <p>New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C23	New item	New item			Does your school provide additional assistance with the transition from {AF3} grade to {AF4} grade for students with disabilities?	1. Yes 2. No	
C24a.	New item	New item			Does your school have an advisory program in the following grades? Grade 6	1. Yes 2. No	
C24b.	New item	New item			Does your school have an advisory program in the following grades? Grade 7	1. Yes 2. No	
C24c.	New item	New item			Does your school have an advisory program in the following grades? Grade 8	1. Yes 2. No	
C25	New item	New item			Which of the following best describes the way your school schedules time for the {C24a-f} grade advisory program?	1. We have a separate class period for advising 2. Advising is part of our homeroom period 3. We integrate advisory activities within our teams and/or classrooms 4. Other (Please specify)	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C26a.	New item	New item			When did your school begin using an advisory program in the middle grades? Grade 6	1. Before 2010-11 2. 2011-12 3. 2012-13 4. 2013-14 5. 2014-15 6. 2015-16 7. 2016-17 8. Current school year 9. Don't know	
C26b.	New item	New item			When did your school begin using an advisory program in the middle grades? Grade 7	1. Before 2010-11 2. 2011-12 3. 2012-13 4. 2013-14 5. 2014-15 6. 2015-16 7. 2016-17 8. Current school year 9. Don't know	
C26c.	New item	New item			When did your school begin using an advisory program in the middle grades? Grade 8	1. Before 2010-11 2. 2011-12 3. 2012-13 4. 2013-14 5. 2014-15 6. 2015-16 7. 2016-17 8. Current school year 9. Don't know	
C27a.	New item	New item			On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. Grade 6	1. None 2. Less than 30 minutes 3. 30-60 minutes 4. 61-120 minutes 5. 121-180 minutes 6. More than 180 minutes 7. Don't know	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C27b.	New Item	New Item			On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. Grade 7	1. None 2. Less than 30 minutes 3. 30-60 minutes 4. 61-120 minutes 5. 121-180 minutes 6. More than 180 minutes 7. Don't know	
C27c.	New Item	New Item			On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. Grade 8	1. None 2. Less than 30 minutes 3. 30-60 minutes 4. 61-120 minutes 5. 121-180 minutes 6. More than 180 minutes 7. Don't know	
C28a	SHPPS (2006, School Level,7c)	Modified	Are students required to receive instruction on... Nutrition and dietary behavior?	1. Yes 2. No	Are students offered instruction on... Nutrition and dietary behavior?	1. Yes 2. No	The text "required" was changed to "offered" to capture non required instruction as well as required.
C28b	SHPPS (2006, School Level,7d)	Modified	Are students required to receive instruction on... Physical activity and fitness, that is classroom instruction, not a physical education period?	1. Yes 2. No	Are students offered instruction on... Physical activity and fitness that is classroom instruction, not a physical education period?	1. Yes 2. No	The text "required" was changed to "offered" to capture non required instruction as well as required.
C28c	SHPPS (2006, School Level,7a)	Modified	Are students required to receive instruction on... Alcohol or other drug use prevention?	1. Yes 2. No	Are students offered instruction on... Alcohol or other drug use prevention?	1. Yes 2. No	The text "required" was changed to "offered" to capture non required instruction as well as required.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
C28d	SHPPS (2006, School Level,7b)	Modified	Are students required to receive instruction on... Tobacco use prevention?	1. Yes 2. No	Are students offered instruction on... Tobacco use prevention?	1. Yes 2. No	The text "required" was changed to "offered" to capture non required instruction as well as required.
C28e	SHPPS (2006, School Level,7e)	Modified	Are students required to receive instruction on... HIV (human immunodeficiency virus) prevention?	1. Yes 2. No	Are students offered instruction on... HIV (human immunodeficiency virus) prevention?	1. Yes 2. No	The text "required" was changed to "offered" to capture non required instruction as well as required.
C28f	SHPPS (2006, School Level,7e)	Modified	Are students required to receive instruction on... STD (sexually transmitted disease) prevention?	1. Yes 2. No	Are students offered instruction on... STD (sexually transmitted disease) prevention?	1. Yes 2. No	The text "required" was changed to "offered" to capture non required instruction as well as required.
C28g	SHPPS (2006, School Level,7f)	Modified	Are students required to receive instruction on... Sexual health education?	1. Yes 2. No	Are students offered instruction on... Sexual health education?	1. Yes 2. No	The text "required" was changed to "offered" to capture non required instruction as well as required.
D01a.	HSL:09 (School Administrator, Baseyear, Sect. E, Q.18a)	Modified	To what degree is each of the following matters a problem at your school? School tardiness	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? School tardiness	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01b.	HSL:09 (School Administrator, Baseyear, Sect. E, Q.18b)	Modified	To what degree is each of the following matters a problem at your school? School absenteeism	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? School absenteeism	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01c.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q.18c)	Modified	To what degree is each of the following matters a problem at your school? Student class cutting	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Student class cutting	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01d.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q.18d)	Modified	To what degree is each of the following matters a problem at your school? Teacher absenteeism	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Teacher absenteeism	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01e.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q.18e)	Modified	To what degree is each of the following matters a problem at your school? Students dropping out	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Students dropping out	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01f.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q.18f)	Modified	To what degree is each of the following matters a problem at your school? Student apathy	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Student apathy	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01g.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q.18g)	Modified	To what degree is each of the following matters a problem at your school? Lack of parental involvement	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Lack of parental involvement	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D01h.	HSL:09 (School Administrator, Baseyear, Sect. E, Q.18h)	Modified	To what degree is each of the following matters a problem at your school? Students coming to school unprepared to learn	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Students coming to school unprepared to learn	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01i.	HSL:09 (School Administrator, Baseyear, Sect. E, Q.18i)	Modified	To what degree is each of the following matters a problem at your school? Poor student health	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Poor student health	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01j.	HSL:09 (School Administrator, Baseyear, Sect. E, Q.18j)	Modified	To what degree is each of the following matters a problem at your school? Lack of resources and materials	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	To what degree is each of the following a problem at your school? Lack of resources and materials	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	Revised question text to remove the word "matters" to simply text.
D01k.	New Item	New Item			To what degree is each of the following a problem at your school? Student mobility	1. Not a problem 2. Minor problem 3. Moderate problem 4. Serious problem	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02a.	SSOCS (Principal, 2009: 10, Q20a)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Student racial/ethnic tensions	1. Happens daily 2. Happens at least once a week 3. Happens at least once a month 4. Happens on occasion 5. Never happens	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Conflicts resulting from student racial/ethnic tensions	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire. The text "Conflicts resulting from" was added to give administrators a point of reference to speak to.
D02b.	SSOCS (Principal, 2009: 10, Q20b)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Student bullying	1. Happens daily 2. Happens at least once a week 3. Happens at least once a month 4. Happens on occasion 5. Never happens	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Student bullying	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02c.	S SOCS (Principal, 2009: 10, Q20c)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Student sexual harassment of other students	1. Happens daily 2. Happens at least once a week 3. Happens at least once a month 4. Happens on occasion 5. Never happens	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Student sexual harassment of other students	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire.
D02d.	S SOCS (Principal, 2009: 10, Q20d)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	1. Happens daily 2. Happens at least once a week 3. Happens at least once a month 4. Happens on occasion 5. Never happens	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Student harassment of other students based on sexual orientation or gender identity	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire. In the question text, unnecessary text was removed.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02e.	SSOCS (Principal, 2009: 10, Q20e)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Widespread disorder in classrooms	<ol style="list-style-type: none"> Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens 	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Widespread disorder in classrooms	<ol style="list-style-type: none"> Never Rarely Sometimes Often Very often 	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire.
D02f.	SSOCS (Principal, 2009: 10, Q20f)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Student verbal abuse of teachers	<ol style="list-style-type: none"> Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens 	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Students yelling and screaming at teachers	<ol style="list-style-type: none"> Never Rarely Sometimes Often Very often 	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire. The question text was revised for clarity.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D02g.	SSOCS (Principal, 2009: 10, Q20g)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Student acts of disrespect for teachers other than verbal abuse	1. Happens daily 2. Happens at least once a week 3. Happens at least once a month 4. Happens on occasion 5. Never happens	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Student acts of disrespect for teachers other than verbal abuse	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire.
D02h.	SSOCS (Principal, 2009: 10, Q20h)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Gang activities	1. Happens daily 2. Happens at least once a week 3. Happens at least once a month 4. Happens on occasion 5. Never happens	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Gang activities	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire.
D02i.	SSOCS (Principal, 2009: 10, Q20i)	Modified	To the best of your knowledge, how often do the following types of problems occur in your school? Cult or extremist group activities	1. Happens daily 2. Happens at least once a week 3. Happens at least once a month 4. Happens on occasion 5. Never happens	To the best of your knowledge, how often did the following types of problems occur in your school in the last month? Cult or extremist group activities	1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	The introductory text was modified to include a shorter time referent ("in the last month") in order to help with recall and to standardize the reference period administrators use in answering this question. The response options were changed to match related items in the student questionnaire.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03a.	SSOCS (Principal, 2009: 10, Q1a)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Require visitors to sign or check in</p>	<p>1. Yes 2. No</p>	
D03b.	SSOCS (Principal, 2009: 10, Q1b)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Control access to school buildings during school hours</p>	<p>1. Yes 2. No</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03c.	SSOCS (Principal, 2009: 10, Q1c)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Control access to school grounds during school hours</p>	<p>1. Yes 2. No</p>	
D03d.	SSOCS (Principal, 2009: 10, Q1d)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Require students to pass through metal detectors each day</p>	<p>1. Yes 2. No</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03e.	SSOCS (Principal, 2009-10, Q11)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Require students to wear uniforms</p>	<p>1. Yes 2. No</p>	
D03f.	SSOCS (Principal, 2009-10, Q11m)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Enforce a strict dress code</p>	<p>1. Yes 2. No</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03g.	SSOCS (Principal, 2009: 10, Q1g and h)	Modified	During this school year, is it a practice of your school to do the following?	g. Use one or more random dog sniffs to check for drugs h. Perform one or more random sweeps for contraband (e.g., drugs or weapons*), but not including dog sniffs	During this school year, is it a practice of your school to do the following? If your school changed its practices during the school year, please answer regarding your most recent practice. Perform one or more random sweeps for contraband, including dog sniffs	1. Yes 2. No	This question is also a combination of two items from the original survey to avoid confusion.
D03h.	SSOCS (Principal, 2009: 10, Q1n)	Unchanged			During this school year, is it a practice of your school to do the following? If your school changed its practices during the school year, please answer regarding your most recent practice. Provide school lockers to students	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03i.	SSOCS (Principal, 2009: 10, Q1o)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Require clear book bags or ban book bags on school grounds</p>	<p>1. Yes 2. No</p>	
D03j.	SSOCS (Principal, 2009: 10, Q1r)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Require students to wear badges or picture IDs</p>	<p>1. Yes 2. No</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03k.	S SOCS (Principal, 2009-10, Q1s)	Unchanged			During this school year, is it a practice of your school to do the following? If your school changed its practices during the school year, please answer regarding your most recent practice. Require faculty and staff to wear badges or picture IDs	1. Yes 2. No	
D03l.	S SOCS (Principal, 2009-10, Q1t)	Unchanged			During this school year, is it a practice of your school to do the following? If your school changed its practices during the school year, please answer regarding your most recent practice. Use one or more security cameras to monitor the school	1. Yes 2. No	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D03m.	SSOCS (Principal, 2009-10, Q1w)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Limit access to social networking websites from school computers</p>	<p>1. Yes 2. No</p>	
D03n.	SSOCS (Principal, 2009-10, Q1x)	Unchanged			<p>During this school year, is it a practice of your school to do the following?</p> <p>If your school changed its practices during the school year, please answer regarding your most recent practice.</p> <p>Prohibit use of cell phones, smart phones, and text messaging devices during school hours</p>	<p>1. Yes 2. No</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D04.	SSOCS (Principal, 2009: 10,Q7)	Unchanged			During this school year, have you had any security guards, security personnel, or sworn law enforcement officers present at your school at least once a week?	1. Yes 2. No	
D05.	SSOCS (Principal, 2009: 10,Q8)	Unchanged			Are these security guards, security personnel, or sworn law enforcement officers used at least once a week in or around your school at the following times?	1. At any time during school hours 2. While students are arriving or leaving 3. At selected school activities 4. When school is out/school activities is not occurring	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D06.	SSOCS (Principal, 2009: 10, Q9)	Modified	<p>How many of the following were present in your school at least once a week?</p> <p>If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school.</p> <p>If none, please place an "X" in the None box.</p>	<p>a. Security guards or security personnel (not law enforcement)</p> <p>i. Full-time ii. Part-time</p> <p>b. School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)</p> <p>i. Full-time ii. Part-time</p> <p>c. Sworn law enforcement officers who are not School Resource Officers</p> <p>i. Full-time ii. Part-time</p>	<p>How many full-time equivalent (FTE) of the following personnel are present in your school during a typical week?</p> <p>Security guard or security personnel</p>	<p>Number of full-time equivalent (FTE) _____ FTE</p>	<p>Question was divided into three independent questions to make responding to each easier for the administrator and question text was adapted accordingly. Instructional text defining full time equivalent was added.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D07.	SSOCS (Principal, 2009: 10, Q9)	Modified	<p>How many of the following were present in your school at least once a week? If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school. If none, please place an "X" in the None box.</p>	<p>a. Security guards or security personnel (not law enforcement) i. Full-time ii. Part-time b. School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations) i. Full-time ii. Part-time c. Sworn law enforcement officers who are not School Resource Officers i. Full-time ii. Part-time</p>	<p>How many full-time equivalent (FTE) of the following personnel are present in your school during a typical week? School resource officer</p>	<p>Number of full-time equivalent (FTE) _____ FTE</p>	<p>Question was divided into three independent questions to make responding to each easier for the administrator and question text was adapted accordingly. Instructional text defining full time equivalent was added.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D08.	SSOCS (Principal, 2009: 10, Q9)	Modified	How many of the following were present in your school at least once a week? If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school. If none, please place an "X" in the None box.	<p>a. Security guards or security personnel (not law enforcement)</p> <p>i. Full-time</p> <p>ii. Part-time</p> <p>b. School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)</p> <p>i. Full-time</p> <p>ii. Part-time</p> <p>c. Sworn law enforcement officers who are not School Resource Officers</p> <p>i. Full-time</p> <p>ii. Part-time</p>	How many full-time equivalent (FTE) of the following personnel are present in your school during a typical week? Sworn law enforcement officer	Number of full-time equivalent (FTE) _____ FTE	Question was divided into three independent questions to make responding to each easier for the administrator and question text was adapted accordingly. Instructional text defining full time equivalent was added.
D09a.	SSOCS (Principal, 2009: 10, Q29)	Unchanged			How would you describe the crime level in the area(s) in which your students live?	<p>1. High level of crime</p> <p>2. Moderate level of crime</p> <p>3. Low level of crime</p> <p>4. Students come from areas with very different levels of crime</p>	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
D09b.	SOCs (Principal, 2009-10, Q30)	Unchanged			How would you describe the crime level in the area where your school is located?	1. High level of crime 2. Moderate level of crime 3. Low level of crime 4. Students come from areas with very different levels of crime	
E01a.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q.3)	Modified	For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.	Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)	For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. Grade 6 Mathematics	Number of full-time equivalent (FTE) _____ FTE	Question was divided into independent questions for each subject by grade level and instructions defining full time were added.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01b.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	<p>For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate.</p> <p>If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.</p>	<p>Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)</p>	<p>For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.</p> <p>Grade 6 English/Language Arts</p>	<p>Number of full-time equivalent (FTE) _____ FTE</p>	<p>Question was divided into independent questions for each subject by grade level and instructions defining full time were added.</p>
E01c.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	<p>For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate.</p> <p>If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.</p>	<p>Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)</p>	<p>For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.</p> <p>Grade 6 Science</p>	<p>Number of full-time equivalent (FTE) _____ FTE</p>	<p>Question was divided into independent questions for each subject by grade level and instructions defining full time were added.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01d.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.	Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)	For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. Grade 7 Mathematics	Number of full-time equivalent (FTE) _____ FTE	Question was divided into independent questions for each subject by grade level and instructions defining full time were added.
E01e.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.	Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)	For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. Grade 7 English/Language Arts	Number of full-time equivalent (FTE) _____ FTE	Question was divided into independent questions for each subject by grade level and instructions defining full time were added.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01f.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.	Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)	For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. Grade 7 Science	Number of full-time equivalent (FTE) _____ FTE	Question was divided into independent questions for each subject by grade level and instructions defining full time were added.
E01g.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.	Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)	For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. Grade 8 Mathematics	Number of full-time equivalent (FTE) _____ FTE	Question was divided into independent questions for each subject by grade level and instructions defining full time were added.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E01h.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	<p>For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate.</p> <p>If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.</p>	<p>Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)</p>	<p>For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.</p> <p>Grade 8 English/Language Arts</p>	<p>Number of full-time equivalent (FTE) _____ FTE</p>	<p>Question was divided into independent questions for each subject by grade level and instructions defining full time were added.</p>
E01i.	HSLs:09 (School Administrator, Baseyear, Sect. C, Q 3)	Modified	<p>For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school]. Please give your best estimate.</p> <p>If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.</p>	<p>Math (full-time) Math (part-time) Science (full-time) Science (part-time) All other subjects (full time) All other subjects (part time)</p>	<p>For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.</p> <p>Grade 8 Science</p>	<p>Number of full-time equivalent (FTE) _____ FTE</p>	<p>Question was divided into independent questions for each subject by grade level and instructions defining full time were added.</p>

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E02	NELS88, Base Year School Administrator Questionnaire, Q17	Modified	How many full-time regular teachers work in your school?	_____ numbers	Thinking of all the subjects offered in your school, how many classroom teachers are currently working at your school? Your best estimate is fine. Please include full-time and part-time teachers, and only include onsite teachers. Please exclude staff who work at the school but are not classroom teachers, or classroom teachers that do not teach onsite (e.g., online course instructors).	_____ Classroom teachers	Question text revised to ask specifically about classroom teachers, and expanded to include full-time and part-time teachers.
E03a.	New Item	New Item			How many classroom teachers in your school have the following certifications? Your best estimate is fine. Please include provisionally certified teachers in your counts. Elementary certification	Number of classroom teachers _____	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03b.	New item	New item			How many classroom teachers in your school have the following certifications? Your best estimate is fine. Please include provisionally certified teachers in your counts. Secondary subject-matter certification	Number of classroom teachers _____	
E03c.	New item	New item			How many classroom teachers in your school have the following certifications? Your best estimate is fine. Please include provisionally certified teachers in your counts. Middle grades endorsement	Number of classroom teachers _____	
E03d.	New item	New item			How many classroom teachers in your school have the following certifications? Your best estimate is fine. Please include provisionally certified teachers in your counts. Specific middle grades certification	Number of classroom teachers _____	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E03e.	New item	New item			How many classroom teachers in your school have the following certifications? Your best estimate is fine. Please include provisionally certified teachers in your counts. Special education certification	Number of classroom teachers _____	
E04a	ECLS-K (Teacher, Grade 5; 27a)	Modified	To what extent do you agree with the following statement? I am adequately prepared to assist children who are experiencing difficulties in reading	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 99. Not Applicable	To what extent do you agree with the following statement? English/Language arts teachers at your school are adequately prepared to teach English/Language arts.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Subject not taught at this school	Question text revised to ask school administrator to report on teacher preparedness at the school level, and about wider range of subject-matter teachers.
E04b	New item	New item			To what extent do you agree with the following statement? General mathematics teachers at your school are adequately prepared to teach general mathematics.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Subject not taught at this school	
E04c	New item	New item			To what extent do you agree with the following statement? Algebra teachers at your school are adequately prepared to teach Algebra.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Subject not taught at this school	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E04d	New item	New item			To what extent do you agree with the following statement? Algebra II teachers at your school are adequately prepared to teach Algebra II.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Subject not taught at this school	
E05a	New item	New item			To what extent do you agree with the following statement? General mathematics teachers at your school are adequately prepared to assist students who are experiencing difficulties in general mathematics.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Subject not taught at this school	
E05b	New item	New item			To what extent do you agree with the following statement? Algebra teachers at your school are adequately prepared to assist students who are experiencing difficulties in Algebra.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Subject not taught at this school	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
E05C	New Item	New Item			To what extent do you agree with the following statement? Algebra II teachers at your school are adequately prepared to assist students who are experiencing difficulties in Algebra II.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Subject not taught at this school	
F01.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q 1)	Unchanged			What is your sex?	1. Male 2. Female	
F02.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q 2)	Unchanged			Are you of Hispanic or Latino/Latina origin?	1. Yes 2. No	
F03.	HSLs:09 (School Administrator, Baseyear, Sect. E, Q 3)	Modified	Which of the following choices describe your race? You may choose more than one.	1. White 2. Black or African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native	Which of the following best describes your race?	1. White 2. Black or African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native	Question text revised to be consistent with how it appears elsewhere in the survey instruments.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F04.	HSL:09 (School Administrator, Baseyear, Sect. E, Q 4)	Modified	What is the highest degree you have earned?		What is the highest degree you have earned?	<ol style="list-style-type: none"> 1. Associate's degree 2. Bachelor's degree 3. Master's degree 4. Educational Specialist degree 5. Ph.D., Ed.D., M.D., law degree, or other high level professional degree 6. You do not have a degree 	Ed.D was added to the list of professional degrees to update that list.
F05.	HSL:09 (School Administrator, Baseyear, Sect. E, Q 5)	Unchanged			What was your major field of study for your {F04}?		
F06.	New Item	New Item			What teaching certification(s) do you possess?	<ol style="list-style-type: none"> 1. Middle grades certification 2. Elementary certification 3. Secondary subject-matter certification 4. Special education certification 99. Other (Please specify) 	
F07.	New Item	New Item			Have you received any specialized training in the instructional and organizational needs of a middle school?	<ol style="list-style-type: none"> 1. Pre-service coursework 2. Certification coursework 3. Professional development 4. Master's degree 5. Doctoral degree 6. Other (Please specify) 	

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F08.	New Item	New Item			What other experiences in education have you had in the past?	Select all that apply 1. Principal/school administrator of another elementary school 2. Principal/school administrator of another middle school or junior high school 3. Principal/school administrator of another high school 4. Assistant principal 5. Elementary school teacher 6. Middle school or junior high school teacher 7. High school teacher 8. Coach/Group sponsor 99. Other (Please specify)	
F09.	Modified		Including this school year, how many years have you served as the principal of your school or any other school?	_____ Enter Number of Years	Including this school year... How many years have you served as the {03} at any school?	_____ Year(s)	Question text revised to all autofill based on prior responses to items.

MGLS:2017 School Administrator Survey

MGLS Item #	Source	Status	Original Wording (if modified)	Original Response Options (if modified)	Current Question Wording	Current Response Options	Justification (if modified)
F10.	Modified		Including this school year, how many years have you served as the principal of your school?	____ Enter Number of Years	Including this school year... How many years have you served as the {03} at your current school?	____ Year(s)	Question text revised to all autofill based on prior responses to items.
F11.	Modified		Including this school year, how many years of experience do you have teaching 6th, 7th, or 8th grade?	____ Enter Number of Years	Including this school year... How many years have you taught 6th, 7th, or 8th grade?	____ Year(s)	Question text revised to all autofill based on prior responses to items.