**Middle Grades Longitudinal Study of 2017-18 (MGLS:2017)**

**Operational Field Test (OFT) and Recruitment for Main Study Base-year**

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**Supporting Statement Part C**

**Justification for the Content of the Assessments and Surveys**

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**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 Operational Field Test (OFT) and main study. 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), and a facilities observation checklist.

The OFT base-year data collection will include the same components as are planned for the base year of the main study. Students will be administered assessments to measure their mathematics and reading achievement, as well as executive function, and will be asked to complete a student survey, gathering data on their in-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.

* 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.

# 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 main 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 main study (approximately 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 approximately 30 percent of the items focused on the Number System, 20 percent on Ratio and Proportional Relationships, 35 percent on Expressions and Equations, and 15 percent on Functions.

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

1. **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.

1. **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).

1. **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 Practicesb2010; 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.

1. **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.

# 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 estimated 25-minute allocation that is set aside for the reading assessment in the MGLS:2017 main 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 a unitary score 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.

1. **First-Stage Content**

The two-stage assessment design consists of a brief routing block (first stage: approximately 10 minutes) followed by a skill-based block (second stage: approximately 15 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, based on psychometric results from the IVFT in 2016. Performance on the routing block will route students to one of the second-stage skill-based blocks. All students will be administered the first-stage routing block and then continue into one of the second- stage skill-based blocks. Items in the routing block will be scored automatically in real-time. The first-stage routing block will take approximately 10 minutes or less. Student performance in the first-stage routing block will determine the second-stage skill-based block to be administered. Each skill-based block will be designed to take approximately 15 minutes. The combined, two-stage assessment is designed to take approximately 25 minutes for all students.

1. **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 the IVFT administration 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-Kinkaid Grade Level estimates of sixth- through seventh-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-Kinkaid Grade Level estimates of sixth- through seventh-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 are three different scenario-based comprehension skill blocks, two of which will be made available for the base-year administration with the third block reserved for second follow-up administration and so will not be administered in the OFT. 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.

# 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]](#footnote-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 was used to evaluate several measures of inhibitory control, working memory, and shifting (cognitive flexibility). A final selection of two instruments representing the three constructs was made for use in the OFT.

The IVFT included four executive function tasks: 2-back, 3-back, Hearts & Flowers, and Stop Signal. The 2- and 3-back tasks were intended to measure working memory. The Hearts & Flowers tasks were intended to measure inhibitory control (flower condition) and cognitive flexibility (hearts & flowers condition). The stop signal task was intended to measure inhibitory control.

Based on the IVFT results, two instruments, representing the three constructs, were selected for use in the OFT: the 2-back task with nonverbal stimulus and the Hearts and Flowers task. On the basis of correlations with math performance, the 2-back task was selected as the most promising measure. The hearts and flowers task was recommended as an important addition because (1) it was also correlated with math performance, (2) it complemented the 2-back task by providing coverage of two of the remaining dimensions of executive function, and (3) it provides reaction time data in the context of a speeded task, which provides additional information to the research community.

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. Information from the OFT implementation of the 2-Back task and the Hearts and Flowers task will be used to inform the use and scoring of the executive function measures administered in the main study.

# 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]](#footnote-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 tested both a 2-back and a 3-back task in the IVFT. Based on the IVFT results, we will use a 2-back task using visual-spatial stimuli in the form of line drawings of objects, as this task showed higher correlations with mathematics scores (*r* = 0.478 to 0.494) that are a focus of MGLS:2017.

# 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

* 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 prior evidence of an association with achievement outcomes is not available for the Hearts and Flowers task, there has been 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.

Results from the MGLS:2017 IVFT indicate low to moderate correlations with mathematics, grade, and some socioemotional outcomes. In the IVFT, the Hearts and Flowers task was administered in only one of six blocks, so the sample size for students with disabilities was too small to detect differences by disability group statistically.

# 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 Hearts and Flowers task provides information on inhibitory control (in addition to shifting or cognitive flexibility). In the incongruent flower condition, only the 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). The Hearts, Flowers, and Hearts and Flowers tasks were correlated at different levels with the various outcomes in the IVFT. The Hearts condition had a very low correlation with mathematics (*r* = 0.15), Flowers had a low correlation (*r* = 0.20), and Hearts and Flowers had a low-moderate correlation (*r* = 0.32). All were significant at p < 0.01.

* 1. **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.

# 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’

* + Academic expectations
  + Academic engagement (e.g., persistence)
  + Identity formation (ethnic and gender identity; perceived social status)
  + Sleep quality
  + Health and physical well-being

Additional constructs related to socioemotional development, such as theories of intelligence, optimism, conscientiousness, self-efficacy, and subjective task-value, 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
  + Perception of peer values (importance of education, engagement in risky behaviors, peer pressure)
  + 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’

* + 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 student perspective of teacher support (i.e., how teacher treats 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)
  + Problems at school (e.g., student misconduct and bullying)

# 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 40 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
  + 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
  + Grade progression (i.e., whether student repeated or skipped grades)

Parents are able to provide information regarding student participation in English as a Second Language school programs to complement information about language(s) spoken in the home. Additionally, a parent survey presents an especially valuable opportunity to learn more about students with disabilities. Talking with parents allows us to collect information beyond what we can collect from the school and teachers. We are interested in learning about parental and student 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 and student participation for students with disabilities. The parent survey will include the following constructs:

* + English as a second language (ESL)
  + Support for students with disabilities

# 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; Kitzmann 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
  + Student free- and reduced- price lunch eligibility status
  + Parent education and occupation
  + Home language
  + Mobility
  + 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)

# 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.[[3]](#footnote-3) 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 about10 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;

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
  + Teacher date of birth
  + 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
  + Coursework/academic track
  + 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
  + School climate
  + Instructional leadership
  + Teaching climate
  + School’s technology policies and practices

# 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
  + Student familiarity
  + Math classroom performance
  + Math support services
  + Student math skills
  + Academic engagement (such as class preparedness and persistence)
  + Recommendation for honors/AP
  + Approaches to learning
  + Social skills and positive behaviors
  + Externalizing behaviors
  + Victimization

# 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 students 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

# 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).

# 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 40 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

# Facilities Checklist

Research shows that the quality of a school’s facilities has a positive impact on student performance. The facilities observation checklist is designed so that field staff can quickly observe the attributes of the physical aspects of the school sites. The checklist is relatively brief to facilitate ease of completion. To inform the MGLS:2017 facilities checklist content, a number of other facilities checklists were reviewed, including:

* + Education Longitudinal Study of 2002 (ELS:2002) facilities checklist;
  + Early Childhood Longitudinal Study–Kindergarten Class of 1998–99 (ECLS–K) facilities checklist;
  + Minnesota School Safety Center Self-Assessment Checklist; and
  + the ADA Checklist for Existing Facilities.

Additionally, a panel of middle grades experts provided recommendations for the content of the checklist.

The facilities checklist includes questions to assess the following about the school:

* + Security;
  + Classrooms and classroom setup (e.g., arrangement of desks/tables; posting of student assignments ; display of student work);
  + General upkeep, such as the presence of graffiti, trash, or broken windows (inside classrooms, entrance and hallways, and restrooms);
  + School displays of such things as student work or accomplishments;
  + School structure (e.g., presence of an auditorium, gymnasium, whether the schools is multiple floors, whether the school is multiple buildings);
  + Signs (e.g., where to go for assistance, school rules, anti-smoking messages, anti-drug messages);
  + General condition of neighborhood; and
  + Facilities for children with disabilities.

The facilities observation checklist items were developed in tandem with the school administrator questionnaire to reduce respondent burden.

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* 1. **Item-Level Justification**

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

* + - **Unique MGLS Item ID (QID)**. This is the 7-digit numeric identifier within the survey specifications document.
    - **Source.** This is the source of the survey item.
    - **Source Wording with Response Options.** This is the original source item wording, including response options.
    - **Source Justification.** This is the brief content area or reason for inclusion of the item in MGLS:2017.
    - **IVFT Status.** Reflects whether the item appeared in the IVFT, and whether any changes from the source wording were made for the Item Validation Field Test survey.
    - **IVFT Justification.** Provides reason for any IVFT wording changes relative to source wording.
    - **IVFT Wording with Response Options.** This is the IVFT item wording, including response options.
    - **OFT Status.** Reflects whether the item will appear in the OFT, has been deleted, or has been modified; and whether any changes from the source or IVFT wording were made.
    - **OFT Wording with Response Options.** This is the OFT item wording, including response options.
    - **OFT Justification.** Provides reason(s) for OFT item additions, deletions, and modifications (from the IVFT and/or the source wording).

# Student Survey Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording with Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording with Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4010110 | ELS:2002 (Student, Baseline; 24a) | 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  1. Never  2. 1-2 times  3. 3-6 times  4. 7-9 times  5. 10 or more times | School/class attendance | Modified from source | How many times did the following happen in the last month?  I was tardy for school.  Select one answer for each row  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 | 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. Response options were modified to aid in clarity of language and to add an additional response option to allow for more variability in responses. | Dropped for OFT |  | Dropped to reduce burden |
| 4010120 | ELS:2002 (Student, Baseline; 24b) | 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  1. Never  2. 1-2 times  3. 3-6 times  4. 7-9 times  5. 10 or more times | School/class attendance | Modified from source | How many times did the following happen in the last month?  I cut or skipped classes.  Select one answer for each row  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010201 | Belongingness Scale (University of Chicago CCSR) | How much do you agree with the following statements about your school:  I feel like a real part of my school.  1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree | Belongingness (whether student has a sense of belonging in school) | Modified from source | How often does the following happen at your school?  I feel like a real part of my school.  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. | Modified from IVFT | Next are some questions about things that may happen at school.  How often does the following happen at school?  I feel like a real part of my school.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Text was added to the introduction to help transition from the previous set of questions. Removed "your" from the question text to further simplify the language. |
| 4010202 | Belongingness Scale (University of Chicago CCSR) | 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 | Belongingness (whether student has a sense of belonging in school) | Modified from source | 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. | Modified from IVFT | Next are some questions about things that may happen at school.  How often does the following happen at 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 | Text was added to the introduction to help transition from the previous set of questions. Removed "your" from the question text to further simplify the language. |
| 4010203 | Belongingness Scale (University of Chicago CCSR) | 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 | Belongingness (whether student has a sense of belonging in school) | Modified from source | 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. | Modified from IVFT | Next are some questions about things that may happen at school.  How often does the following happen at school?  Other students take my opinions seriously.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Text was added to the introduction to help transition from the previous set of questions. Removed "your" from the question text to further simplify the language. |
| 4010204 | Belongingness Scale (University of Chicago CCSR) | How much do you agree with the following statements about your school:  People at this school are friendly to me.  1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree | Belongingness (whether student has a sense of belonging in school) | Modified from source | How often does the following happen at your school?  People are friendly to me.  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, “People at this school” was modified to “People” to eliminate unnecessary wording. | Modified from IVFT | Next are some questions about things that may happen at school.  How often does the following happen at school?  People are friendly to me.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Text was added to the introduction to help transition from the previous set of questions. Removed "your" from the question text to further simplify the language. |
| 4010205 | Belongingness Scale (University of Chicago CCSR) | How much do you agree with the following statements about your school:  I’m included in lots of activities at school.  1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree | Belongingness (whether student has a sense of belonging in school) | Modified from source | How often does the following happen at your school?  I'm included in lots of activities.  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, “activities at school” was modified to “activities” to eliminate unnecessary wording. | Modified from IVFT | Next are some questions about things that may happen at school.  How often does the following happen at school?  I'm included in lots of activities.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Text was added to the introduction to help transition from the previous set of questions. Removed "your" from the question text to further simplify the language. |
| 4010301 | ELS:2002 (Student, Baseline; 20a) | 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 | School Climate | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010302 | ELS:2002 (Student, Baseline; 20c) | 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 | School Climate | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010303 | ELS:2002 (Student, Baseline; 20j) | 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 | School Climate | Modified from source | 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. | Modified from IVFT | Next are some questions about things that may happen at school.  How often does the following happen at school?  I feel safe at this school.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Response categories modified from agreement to frequency scale so that it could be incorporated into an existing item series that uses a frequency scale. Doing so will reduce burden on respondents. Text was added to the introduction to help transition from the previous set of questions. |
| 4010304 | ELS:2002 (Student, Baseline; 20k) | 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 | School Climate | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010305 | ELS:2002 (Student, Baseline; 21b) | 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 | School Climate | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010306 | ELS:2002 (Student, Baseline; 21c) | 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 | School Climate | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010307 | ELS:2002 (Student, Baseline; 21d) | 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 | School Climate | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010308 | New Item |  | School Climate | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4010309 | Discrimination Experiences (DeGarmo and Martinez, 2006) | Have you ever witnessed another person being treated differently at school because of their race/ethnicity?  1. Yes  2. No | School Climate | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010310 | New Item |  | School Climate | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4010401 | Academic Press Scale (Lee and Smith, 1999) | Lee and Smith (1999) pg 939 noted: \*Example item presented as follows:  Item asking students’ opinions about whether their math and English teachers…  --Praise their efforts when they work hard  \*The scale range was not specified | Academic culture (e.g., high standards and expectations) | Modified from source | How often do the teachers at your school do the following?  Teachers praise students’ efforts when they work hard.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010402 | Academic Press Scale (Lee and Smith, 1999) | Lee and Smith (1999) pg 939 noted: \*Example item presented as follows:  Item asking students’ opinions about whether their math and English teachers…  -Care if they get bad grades in that class  \*The scale range was not specified | Academic culture (e.g., high standards and expectations) | Modified from source | How often do the teachers at your school do the following?  Teachers want students to get good grades.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010403 | Academic Press Scale (Lee and Smith, 1999) | 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 | Academic culture (e.g., high standards and expectations) | Modified from source | How often do the teachers at your school do the following?  Teachers put down students in class.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010404 | Academic Press Scale (Allensworth and Easton, 2007) | 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 them to do their best  \* Stu | Academic culture (e.g., high standards and expectations) | Modified from source | How often do the teachers at your school do the following?  Teachers expect students to do their best.  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. 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010405 | Academic Press Scale (Allensworth and Easton, 2007) | 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  \* Stud | Academic culture (e.g., high standards and expectations) | Modified from source | How often do the teachers at your school do the following?  Teachers expect everyone to work hard.  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. 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010406 | Classroom Rigor Scale (University of Chicago CCSR) | 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 | Academic culture (e.g., high standards and expectations) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010407 | Academic Press Scale (University of Chicago CCSR) | 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 | Academic culture (e.g., high standards and expectations) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010501 | PISA 2009 (Student; Q38a) | How much do you disagree or agree with each of the following statements about teachers at your school?  I get along well with most of my teachers.  1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree | Student perspective of teacher support (i.e., how treating student as a person) | Modified from source | How often does the following happen with your teachers?  I get along well with my teachers.  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. | Unchanged from IVFT | How often does the following happen with your teachers?  I get along well with my teachers.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always |  |
| 4010502 | PISA 2009 (Student; Q38c) | How much do you disagree or agree with each of the following statements about teachers at your school?  Most of my teachers really listen to what I have to say.  1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree | Student perspective of teacher support (i.e., how treating student as a person) | Modified from source | How often does the following happen with your teachers?  My teachers listen to what I have to say.  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. Question text was modified to eliminate “really” to eliminate potential differences in interpretation of the term. | Unchanged from IVFT | How often does the following happen with your teachers?  My teachers listen to what I have to say.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always |  |
| 4010503 | PISA 2009 (Student; Q38d) | How much do you disagree or agree with each of the following statements about teachers at your school?  If I need extra help, I will receive it from my teachers.  1. Strongly disagree  2. Disagree  3. Agree  4. Strongly agree | Student perspective of teacher support (i.e., how treating student as a person) | Modified from source | How often does the following happen with your teachers?  If I need extra help, I receive it from my teachers.  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 “will” to eliminate unnecessary wording. | Unchanged from IVFT | How often does the following happen with your teachers?  If I need extra help, I receive it from my teachers.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always |  |
| 4010504 | PISA 2009 (Student; Q38e) | 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 | Student perspective of teacher support (i.e., how treating student as a person) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4010505 | Classroom Life Instrument (Johnson, Johnson, Buckman and Richards, 1985) | My teacher cares about my feelings.  1. Never  2. Seldom  3. Sometimes  4. Often  5. Always | Student perspective of teacher support (i.e., how treating student as a person) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4010601 | NELS:88 (Student, 8th, 58d) | Indicate the degree to which each of the following matters are a problem in your school.  Physical conflicts among students  1. Serious  2. Moderate  3. Minor  4. Not a problem | Problems at school (e.g., student misconduct and bullying) | Modified from source | How often did the following happen at your school in the last month?  Physical conflicts (fights) among students.  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 include “(fights)” in order to define a term that some students may not be familiar with. | Unchanged from IVFT | How often did the following happen at your school in the last month?  Physical conflicts (fights) among students.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 4010602 | NELS:88 (Student, 8th, 58j) | Indicate the degree to which each of the following matters are a problem in your school.  Students bullying other students.  1. Serious  2. Moderate  3. Minor  4. Not a problem | Problems at school (e.g., student misconduct and bullying) | Modified from source | How often did the following happen at your school in the last month?  Students bullied other students.  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 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. | Unchanged from IVFT | How often did the following happen at your school in the last month?  Students bullied other students.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 4010603 | NELS:88 (Student, 8th, 58k) | Indicate the degree to which each of the following matters are a problem in your school.  Verbal abuse of teachers  1. Serious  2. Moderate  3. Minor  4. Not a problem | Problems at school (e.g., student misconduct and bullying) | Modified from source | How often did the following happen at your school in the last month?  Students yelled and screamed at the teachers.  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. | Unchanged from IVFT | How often did the following happen at your school in the last month?  Students yelled and screamed at the teachers.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 4010604 | NELS:88 (Student, 8th, 58j) | Indicate the degree to which each of the following matters are a problem in your school.  Physical abuse of teachers  1. Serious  2. Moderate  3. Minor  4. Not a problem | Problems at school (e.g., student misconduct and bullying) | Modified from source | How often did the following happen at your school in the last month?  Students physically attacked teachers.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010605 | NELS:88 (Student, 8th, 58g) | 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 | Problems at school (e.g., student misconduct and bullying) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010606 | NELS:88 (Student, 8th, 58h) | Indicate the degree to which each of the following matters are a problem in your school.  Student use of illegal drugs  1. Serious  2. Moderate  3. Minor  4. Not a problem | Problems at school (e.g., student misconduct and bullying) | Modified from source | How often did the following happen at your school in the last month?  Students used drugs.  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 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010607 | NELS:88 (Student, 8th, 58i) | 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 | Problems at school (e.g., student misconduct and bullying) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4010701 | ECLS-K 11 (Student, Grade 2, CLQ180) | During the school year, how often have other students…  Teased you, made fun of you, or called you names?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Peer victimization | Unchanged from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4010702 | ECLS-K 11 (Student, Grade 2, CLQ185) | During the school year, how often have other students…  Told lies or untrue stories about you?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Peer victimization | Unchanged from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4010703 | ECLS-K 11 (Student, Grade 2, CLQ190) | During the school year, how often have other students…  Pushed, shoved, slapped, hit, or kicked you?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Peer victimization | Unchanged from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4010704 | ECLS-K 11 (Student, Grade 2, CLQ200) | 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 | Peer victimization | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4020101 | ECLS-K (Student, Grade 8; 10a) | 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 | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4020102 | ECLS-K (Student, Grade 8; 10c) | Have you participated in the following school-sponsored activities at any time during this school year?  Math or science clubs  1. Did not participate  2. Participated  3. Participated as an officer, leader, or captain | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | Unchanged from source | 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 |  | Unchanged from IVFT | 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 |  |
| 4020103 | ECLS-K (Student, Grade 8; 10c) | 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. | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4020109 | New Item |  | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) |  |  |  | New for OFT | In what other school clubs did you [participate/participate as an officer, leader, or captain]? Please type your answer. | Added an item to account for specifying the other school club. |
| 4020104 | ELS:2002 (Student, Baseline; 41a and 41b) | Have you participated in the following school-sponsored activities this school year?  a. Band, orchestra, chorus, choir  b. School play or musical  Yes  No | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4020105 | ELS:2002 (Student, Baseline; 41c) | Have you participated in the following school-sponsored activities this school year?  c. Student government  Yes  No | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4020106 | ELS:2002 (Student, Baseline; 41e) | Have you participated in the following school-sponsored activities this school year?  e. School yearbook, newspaper, literary magazine  Yes  No | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4020107 | New Item |  | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | 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 | Added other and please specify to allow for student other responses. | Unchanged from IVFT | 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 |  |
| 4020108 | New Item |  | Time use-structured activities: student employment; participating in activities (sports, clubs, etc.) | New Item | Have you participated in the following school-sponsored activities at any time during this school year?  Specify | Added other and please specify to allow for student other responses. | Modified from IVFT | In what other school-sponsored activities did you [participate/participate as an officer, leader, or captain]? Please type your answer. | We have replaced "Specify" with a separate question to capture the other school-spnsored activity. "Please type your answer" is used because it is languge more appropriate for this age group. |
| 4020210 | ECLS-K (Student, Grade 8; 12e) | 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 | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | Modified from source | These questions ask about activities you might do outside of school.  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. | Modified from IVFT | These questions ask about activities you might do outside of school.  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. One to three times a month  4. Once or twice a week  5. Every day or almost every day | Revised response option 3 from "less than once a week" to "one to three times a month" and response option 4 from "Once or twice a week" to "One or two times a week" to simplify the interpretation of this level of frequency. |
| 4020220 | ECLS-K (Student, Grade 8; 12f) | 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 | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | Modified from source | These questions ask about activities you might do outside of school.  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. | Modified from IVFT | These questions ask about activities you might do outside of school.  How often do you spend time…  Taking music, art, or dance lessons outside of school?  Select one answer for each row  1. Never  2. Rarely  3. One to three times a month  4. Once or twice a week  5. Every day or almost every day | We removed "foreign language" from the question text because it is not themetically similar to the rest of the activities included in this item. Revised response option 3 from "less than once a week" to "one to three times a month" and response option 4 from “Once or twice a week” to “One or two times a week” to simplify the interpretation of this level of frequency. |
| 4020230 | ECLS-K (Student, Grade 8; 12g) | 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 | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | Modified from source | These questions ask about activities you might do outside of school.  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. | Modified from IVFT | These questions ask about activities you might do outside of school.  How often do you spend time…  Playing organized non-school sports?  Select one answer for each row  1. Never  2. Rarely  3. One to three times a month  4. Once or twice a week  5. Every day or almost every day | Revised response option 3 from "less than once a week" to "one to three times a month" and response option 4 from "Once of twice a week" to "One or two times a week" to simplify the interpretation of this level of frequency. |
| 4020240 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | Unchanged from source | These questions ask about activities you might do outside of school.  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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020250 | ECLS-K (Student, Grade 8; 12h) | How often do you spend time…  In an organized non-school activity (such as, scouts, 4-H, or youth groups)? 1. Rarely or never  2. Less than once a week  3. Once or twice a week  4. Every day or almost every day | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | Modified from source | These questions ask about activities you might do outside of school.  How often do you spend time…  Participating in a non-school, non-religious organized group activity?  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 “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. | Modified from IVFT | These questions ask about activities you might do outside of school.  How often do you spend time…  Participating in a non-school organized group activity, like 4-H, Scouts, or youth group?  Select one answer for each row  1. Never  2. Rarely  3. One to three times a month  4. Once or twice a week  5. Every day or almost every day | Refined item language and added examples to provide more clarity for respondents. Revised response option 3 from "less than once a week" to "one to three times a month" and response option 4 from "Once or twice a week" to "One or two times a week" to simplify the interpretation of this level of frequency. |
| 4020260 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | These questions ask about activities you might do outside of school.  How often do you spend time…  Doing other activities 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 | Added other and please specify to allow for student other responses. | Modified from IVFT | These questions ask about activities you might do outside of school.  How often do you spend time…  Doing other activities outside of school?  Select one answer for each row  1. Never  2. Rarely  3. One to three times a month  4. Once or twice a week  5. Every day or almost every day | Revised response option 3 from "less than once a week" to "one to three times a month" and response option 4 from "Once or twice a week" to "One or two times a week" to simplify the interpretation of this level of frequency. |
| 4020270 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | These questions ask about activities you might do outside of school.  How often do you spend time…  Doing other activities outside of school?  Specify | Added other and please specify to allow for student other responses. | Modified from IVFT | What other activities do you do outside of school? Please type your answer. | We have replaced "Specify" with a separate question to capture the other activities. "Please type your answer" is used because it is languge more appropriate for this age group. |
| 4020310 | HSLS:09 (Student, Baseline; Sect. E) | 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 | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4020320 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020610 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020620 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | 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 weekend day:  \_\_\_\_ posts/updates |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020710 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020720 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | How many e-mails do you send per day to friends, family members, teachers or others?  On a typical weekend day:  \_\_\_\_ e-mails |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020721 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | Do you ever send emails to friends, family members, teachers or others?  Select one only  1. Yes  2. No |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020801 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | How much time each day do you usually spend using electronic devices to connect with friends, for example sending messages, using Snapchat, Facetime, Instagram, or videochats?  0=Do not use  1= Less than one hour  2= 1-2 hours  3= More than 2 and up to 3 hours  4= 3-5 hours  5= More than 5 hours |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020802 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | How much time each day do you usually spend using electronic devices for enjoyment, for example, playing video games or apps, streaming movies, TV shows, YouTube, or other video?  0=Do not use  1= Less than one hour  2= 1-2 hours  3= More than 2 and up to 3 hours  4= 3-5 hours  5= More than 5 hours |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020803 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | How much time each day do you spend listening to music?  0=Do not use  1= Less than one hour  2= 1-2 hours  3= More than 2 and up to 3 hours  4= 3-5 hours  5= More than 5 hours |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020804 | New Item |  | Time use-unstructured or unsupervised activities: time spent on unstructured activities (e.g., time spent watching television, doing homework, or being with friends) | New Item | How much time do you spend looking up information online for schoolwork?  0=Do not use  1= Less than one hour  2= 1-2 hours  3= More than 2 and up to 3 hours  4= 3-5 hours  5= More than 5 hours |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020810 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | Homework  0=Do not use  1= Less than one hour  2= 1-2 hours  3= More than 2 and up to 3 hours  4= 3-5 hours  5= More than 5 hours |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020820 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | Connect with friends  0=Do not use  1= Less than one hour  2= 1-2 hours  3= More than 2 and up to 3 hours  4= 3-5 hours  5= More than 5 hours |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020830 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | Entertainment  0=Do not use  1= Less than one hour  2= 1-2 hours  3= More than 2 and up to 3 hours  4= 3-5 hours  5= More than 5 hours |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020901 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | Do you have internet access in your home?  1=Yes  0=No |  | Dropped for OFT |  | Dropped to reduce burden |
| 4020902 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item |  |  | New for OFT | How often do you use the internet outside of school to do homework or school assignments?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | This item is meant to be more inclusive of students using the internet because their schoolwork requires it AND them using the internet for other reasons, such as going on above and beyond what the assignment asks or to make doing the assignment easier. In other words, students may be using the internet for homework even if it is not required by the assignment. |
| 4020903 | Top 10 Things Tech Leaders Should Know about Today's Students and Digital Learning (Project Tomorrow, 2014) | How often do you have a problem with your internet at home when trying to do your homework or school assignments?  1= Never  2=Rarely  3=Sometimes  4=Often  5=Very often  6= Always | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | How often do you have a problem with your internet at home when trying to do your homework or school assignments?  0. Do not have internet in the home  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Item added to capture indication of differences in the quality of internet students have access to at home. |
| 4020904 | New Item | How often do you go somewhere other than home or school to access the internet when trying to do your homework or school assignments?  1= Never  2=Rarely  3=Sometimes  4=Often  5=Very often  6= Always | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | How often do you go somewhere other than home or school to access the internet when trying to do your homework or school assignments?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Item added in order to measure the extent to which students must seek out alternative sources of internet access in order to complete their school work. |
| 4021001 | The Common Sense Census: Media Use by Tweens and Teens (Common Sense Media, 2016) | Which of the following items do you or someone else in your famliy have in your home?  Television  1=Someone in your family has at home  2= Your personal device | Technology activities (frequency for educational, social, and entertainment purposes) |  | Which of the following items do you or someone else in your family have in your home?  a. Television  1. You  2. Someone else  3. Do not have | Revised "television set" to "television" to use current language. Response options updated to collect more information about ownership of technology items in the household, differentiating between the child having their own device/item, someone else in the household, or the household not having the device/item. | Dropped for OFT |  | Dropped to reduce burden and eliminate questions in student survey about ownership of technology items in home. |
| 4021002 | The Common Sense Census: Media Use by Tweens and Teens (Common Sense Media, 2016) | Which of the following items do you or someone else in your famliy have in your home?  Tablet or e-reader (such as iPad, iPad Mini, Glaxy Tab, Nexus tablet, Kindle Fire, or similar product)  1=Someone in your family has at home  2= Your personal device | Technology activities (frequency for educational, social, and entertainment purposes) |  | Which of the following items do you or someone else in your famliy have in your home?  Tablet or e-reader (such as iPad, iPad Mini, Glaxy Tab, Nexus tablet, Kindle Fire, or similar product)  1=Someone in your family has at home  2= Your personal device | Included "or e-reader" in the question text and updated exemplars to make the item more encompassing of devices of this approximate size that children have access to. Response options updated to collect more information about ownership of technology items in the household, differentiating between the child having their own device/item, someone else in the household, or the household not having the device/item. | Dropped for OFT |  | Dropped to reduce burden and eliminate questions in student survey about ownership of technology items in home. |
| 4021003 | The Common Sense Census: Media Use by Tweens and Teens (Common Sense Media, 2016) | Which of the following items do you or someone else in your famliy have in your home?  Smartphone (such as iPhone, Galaxy Nexus, or other phone that connects to the internet)  1=Someone in your family has at home  2= Your personal device | Technology activities (frequency for educational, social, and entertainment purposes) |  | Which of the following items do you or someone else in your family have in your home?  c. Smartphone (such as iPhone, Galaxy, Nexus or other phone that connects to the Internet  1. You  2. Someone else  3. Do not have | Response options updated to collect more information about ownership of technology items in the household, differentiating between the child having their own device/item, someone else in the household, or the household not having the device/item. | Dropped for OFT |  | Dropped to reduce burden and eliminate questions in student survey about ownership of technology items in home. |
| 4021004 | The Common Sense Census: Media Use by Tweens and Teens (Common Sense Media, 2016) | Which of the following items do you or someone else in your famliy have in your home?  A cell phone that is not a smartphone (such as a flip phone)  1=Someone in your family has at home  2= Your personal device | Technology activities (frequency for educational, social, and entertainment purposes) |  | Which of the following items do you or someone else in your family have in your home?  d. A cell phone that is not a smartphone (such as a flip phone)  1. You  2. Someone else  3. Do not have | Exemplar text added to help clarify what is meant by "not a smartphone". Response options updated to collect more information about ownership of technology items in the household, differentiating between the child having their own device/item, someone else in the household, or the household not having the device/item. | Dropped for OFT |  | Dropped to reduce burden and eliminate questions in student survey about ownership of technology items in home. |
| 4021005 | The Common Sense Census: Media Use by Tweens and Teens (Common Sense Media, 2016) | Which of the following items do you or someone else in your famliy have in your home?  Gaming sytem (such as X-Box, Wii, PlayStation, DS, Game Boy, LeapPad, or similar portable game player)  1=Someone in your family has at home  2= Your personal device | Technology activities (frequency for educational, social, and entertainment purposes) |  | Which of the following items do you or someone else in your family have in your home?  e. Gaming system (such as X-Box, Wii, PlayStation, DS, Game Boy, LeapPad, or similar portable game player)  1. You  2. Someone else  3. Do not have | Revised item text to merge items from separate surveys, and provide a single item capturing broadly students' access to "gaming" devices.  Response options updated to collect more information about ownership of technology items in the household, differentiating between the child having their own device/item, someone else in the household, or the household not having the device/item. | Dropped for OFT |  | Dropped to reduce burden and eliminate questions in student survey about ownership of technology items in home. |
| 4021006 | The Common Sense Census: Media Use by Tweens and Teens (Common Sense Media, 2016) | Which of the following items do you or someone else in your famliy have in your home?  Ipod or other MP3 player (besides your phone or tablet)  1=Someone in your family has at home  2= Your personal device | Technology activities (frequency for educational, social, and entertainment purposes) |  | Which of the following items do you or someone else in your family have in your home?  f. iPod or other MP3 player (besides your phone or tablet)  1. You  2. Someone else  3. Do not have | Response options updated to collect more information about ownership of technology items in the household, differentiating between the child having their own device/item, someone else in the household, or the household not having the device/item. | Dropped for OFT |  | Dropped to reduce burden and eliminate questions in student survey about ownership of technology items in home. |
| 4021007 | Teen Relationships Survey (Pew Research Center, 2015) | Which of the following items do you or someone else in your famliy have in your home?  Desktop or laptop computer  1=Someone in your family has at home  2= Your personal device | Technology activities (frequency for educational, social, and entertainment purposes) |  | Which of the following items do you or someone else in your family have in your home?  g. Desktop or laptop computer  1. You  2. Someone else  3. Do not have | Item stem revised to reflect the stem used for the other survey items in this set. Response options updated to collect more information about ownership of technology items in the household, differentiating between the child having their own device/item, someone else in the household, or the household not having the device/item. | Dropped for OFT |  | Dropped to reduce burden and eliminate questions in student survey about ownership of technology items in home. |
| 4021101 | Pew Research Center, 2010 and various others | Do you ever…  Watch shorter video clips for fun on YouTube, Vine, or other sites  1=Yes  0=No | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  a. Watch shorter video clips for fun on YouTube, Vine, or other sites?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021102 | Pew Research Center, 2010 and various others | Do you ever…  Look up information online for your own interests (for example, using Google, Reddit, Tumblr, or other sites)?  1=Yes  0=No | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  b. Look up information online for your own interests (for example, using Google, Reddit, Tumblr, or other sites)?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021103 | Pew Research Center, 2010 and various others | Do you ever…  Play video games, computer games, or mobile games?  1=Yes  0=No | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  c. Play video games, computer games, or mobile games?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021104 | Pew Research Center, 2010 and various others | Do you ever…  Video chat through programs like Facetime, OoVoo, or Skype?  1=Yes  0=No | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  d. Video chat through programs like Facetime, OoVoo, or Skype?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021105 | Pew Research Center, 2010 and various others | Do you ever…  Message with friends using texting, KIK, iMessage, Snapchat, or some other app?  1=Yes  0=No | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  e. Message with friends using texting, KIK, iMessage, Snapchat, WhatsApp, or some other app?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021106 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  f. Post photos or updates on social media sites (such as Twitter, Instagram, Facebook, Snapchat, or Ask.fm)?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021107 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  g. Send emails to friends, family members, teachers or others?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021108 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  h. Make your own digital art or music (such as painting, graphics, video editing, making digital music)?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021109 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  i. Write computer programs (code) or develop apps?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021110 | Pew Research Center, 2010 and various others | Do you ever…  Do some other activity using a computer, tablet, phone, or similar device?  1=Yes  0=No | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | Do you ever...  j. Do some other activity using a computer, tablet, phone, or similar device?  1. Yes  2. No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021111 | Pew Research Center, 2010 and various others | Do you ever…  Do some other activity using a computer, tablet, phone, or similar device?  Specify | Technology activities (frequency for educational, social, and entertainment purposes) |  |  |  | New for OFT | What other activity do you do using a computer, tablet, phone, or similar device? Please type your answer. | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. |
| 4021201 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item |  |  | New for OFT | On a typical weekday, how much time do you spend using all electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for school-related activities?  Hours  Minutes | Revised response option to allow for touch screen entry via dropdowns rather than keyboard entry in order to reduce burden associated with response time. |
| 4021202 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item |  |  | New for OFT | On a typical weekday, how much time per day do you spend using all electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for any activity?  Hours  Minutes | Revised response option to allow for touch screen entry via dropdowns rather than keyboard entry in order to reduce burden associated with response time. |
| 4021203 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item |  |  | New for OFT | On a typical weekend day, how much time per day do you spend using all electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for school-related activities?  Hours  Minutes | Revised response option to allow for touch screen entry via dropdowns rather than keyboard entry in order to reduce burden associated with response time. |
| 4021204 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item |  |  | New for OFT | On a typical weekend day, how much time per day do you spend using all electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for any activity?  Hours  Minutes | Revised response option to allow for touch screen entry via dropdowns rather than keyboard entry in order to reduce burden associated with response time. |
| 4021209 | Modified MADICS (YouthFFI, 7,7) | 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 | Identity formation | modified | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4021210 | New Item |  | Identity formation | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021220 | New Item |  | Identity formation | 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  2. My father or male guardian |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021230 | New Item |  | Identity formation | 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  3. My sister or brother |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021240 | New Item |  | Identity formation | 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  4. My grandmother or grandfather |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021250 | New Item |  | Identity formation | 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  5. My aunt or uncle |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021260 | New Item |  | Identity formation | 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  6. My friend |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021270 | New Item |  | Identity formation | 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  7. My teacher |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021280 | New Item |  | Identity formation | 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  8. Other adult, not related to me |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021290 | New Item |  | Identity formation | 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  9. Someone else  Specify\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 4021310 | ECLS-K:2011 (Student 4th grade; Q1a) | Do you have a pet?  1. Yes  2. No | Identity formation | Modified from source | 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). | Dropped for OFT |  | Dropped to reduce burden |
| 4021410 | ECLS-K:2011 (Student 4th grade; Q2) | 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 | Identity formation | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4021510 | ECLS-K:2011 (Student 4th grade; Q8) | 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 | Identity formation | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4021610 | ECLS-K:2011 (Student 4th grade; Q9) | 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 | Identity formation | Modified from source | 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 Identity formation the survey. | Dropped for OFT |  | Dropped to reduce burden |
| 4021710 | ECLS-K:2011 (Student 4th grade; Q10) | 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 |  | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024010 | NELS:88 (Student, 8th, 54) | 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)  1.Lawn work | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  1. Lawn work | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024020 | NELS:88 (Student, 8th, 54) | 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)  2.Waiter/waitress, dishwasher, or cleaning tables. | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  2. Waiter/waitress, dishwasher, or cleaning tables | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024030 | NELS:88 (Student, 8th, 54) | 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)  3.Newspaper route | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)    3. Newspaper route | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024040 | NELS:88 (Student, 8th, 54) | 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)  4.Babysitting or child care | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  4. Babysitting or child care | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024050 | NELS:88 (Student, 8th, 54) | 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)  5.Petsitting | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  5. Petsitting | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024060 | NELS:88 (Student, 8th, 54) | 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)  6. Farm or agricultural work | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  6. Farm or agricultural work | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024070 | NELS:88 (Student, 8th, 54) | 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)  7. Other manual labor | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  7. Other manual labor | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024080 | NELS:88 (Student, 8th, 54) | 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)  8. Store clerk, salesperson | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  8. Store clerk, salesperson | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024090 | NELS:88 (Student, 8th, 54) | 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)  9. Office or clerical work | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  9. Office or clerical work | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024100 | NELS:88 (Student, 8th, 54) | 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)  10. Other work you do for pay | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  10. Other work you do for pay  Specify\_\_\_\_ | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4024110 | NELS:88 (Student, 8th, 54) | 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)  11. I have not done any work for pay | Time use – Structured Activities: Employment | Modified from source | Some people your age get paid for work they do.  Have you ever been paid to do the following?  (Do not include chores, helping around the house, or an allowance you might receive.)  11. I have not done any work for pay | Introduction text was added to prime students to think about the work they do for pay. Question text was shortened and 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. | Modified from IVFT | Some people your age get paid for work they do. Have you ever been paid to do work outside of the home? (Do not include chores, helping around the house, or an allowance you might receive.)  1=Yes  0=No | Question text and response categories were revised to now be a yes/no question, which will be more applicable and easier to answer for respondents in this age group. |
| 4024120 | New Item |  | Related to Time use – Structured Activities: Employment | New Item |  |  | New for OFT | Do you receive an allowance?  1. Yes  2. No | Item included to understand if respondent has money of their own to spend. |
| 4025015 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025016 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025025 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025026 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025035 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | How much time per day do you spend…  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)?  On a typical weekday:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025036 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | How much time per day do you spend…  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)?  On a typical weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025045 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025046 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025055 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | How much time per day do you spend…  Listening to music through music downloading or streaming services (such as iTunes, iTube, SoundCloud, Google Play, or Pandora)?  On a typical weekday:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025056 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | How much time per day do you spend…  Listening to music through music downloading or streaming services (such as iTunes, iTube, SoundCloud, Google Play, or Pandora)?  On a typical weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025065 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025066 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | New Item | How much time per day do you spend…  Video chatting with friends through programs like Facetime, OoVoo, or Skype? On a typical weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025075 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025076 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025085 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025086 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025095 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025096 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025115 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4025116 | Pew Research Center, 2010 and various others |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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 weekend day:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4028115 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | 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? Your best guess is fine.  On a typical weekday:  \_\_\_\_\_ \_\_\_\_\_\_\_  Hours Minutes |  | Dropped for OFT |  | Dropped to reduce burden |
| 4029010 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  1. Math or science | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029020 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  2. Writing or reading | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029030 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  3. Computers or electronics | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029040 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  4. Team sports or athletics (baseball, basketball, football, gymnastics, volleyball, etc.) | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029050 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  5. Physical activities (biking, running, martial arts, skateboarding, ice skating etc.) | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029060 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  6. Dance | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029070 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  7. Music | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029080 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  8. Singing or choir | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029090 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  9. Art | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029100 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  10. Drama | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029110 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  11. Volunteering, service, or activism | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029120 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  12. Being in nature, caring for animals, or participating in outdoor recreation | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029130 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  13. Doing construction, architecture, mechanics, or engineering | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029140 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  14. Collecting (trading cards, stamps, models, etc.) | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029150 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  15. Cooking or baking | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029160 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  16. Other talents, interests, or hobbies  Specify\_\_\_\_\_ | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4029170 | MADICS (YouthFFI, 7,6) | 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.  What talents, interests, or hobbies are you excited about? Select all that apply  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  Specify\_\_\_\_\_ |  | Modified from source | 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.  What talents, interests, or hobbies are you excited about?  Select all that apply  17. I don’t have any talents, interests, or hobbies that I am excited about | Question was modified from an open-ended format to a close-ended format to reduce burden on students.  Introduction text, question text, and response options were modified or included to reflect the change to a close-ended question. | Dropped for OFT |  | Dropped to reduce burden |
| 4030101 | ECLS-K (Student, Grade 8; 9a) | 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 | Perception of peer social support | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030102 | ECLS-K (Student, Grade 8; 9a) | 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 | Perception of peer social support | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030103 | ECLS-K (Student, Grade 8; 9a) | How often are the following statements true?  My classmates care about my feelings.  1. Never  2. Seldom  3. Sometimes  4. Often  5. Always | Perception of peer social support | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030104 | ECLS-K (Student, Grade 8; 9a) | 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 | Perception of peer social support | Modified from source | 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. | Modified from IVFT | How often are the following statements true?  My classmates like me as much as they like other classmates.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Revised question text from "others" to "other classmates" to provide more clarity to respondents. |
| 4030105 | ECLS-K (Student, Grade 8; 9a) | How often are the following statements true?  My classmates really care about me.  1. Never  2. Seldom  3. Sometimes  4. Often  5. Always | Perception of peer social support | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030201 | ECLS-K (Student, Grade 8; 8a) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Modified from IVFT | Next are a few questions about people your age who you hang out with, including people you know from school or from somewhere else.  How important is it to the people your age who you hang out with 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 | Text was added to the introduction to help transition from the previous set of questions. Clarified question wording. |
| 4030202 | ECLS-K (Student, Grade 8; 8a) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Modified from IVFT | Next are a few questions about people your age who you hang out with, including people you know from school or from somewhere else.  How important is it to the people your age who you hang out with 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 | Text was added to the introduction to help transition from the previous set of questions. Clarified question wording. |
| 4030203 | New Item |  | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | 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 |  | Modified from IVFT | Next are a few questions about people your age who you hang out with, including people you know from school or from somewhere else.  How important is it to the people your age who you hang out with 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 | Text was added to the introduction to help transition from the previous set of questions. Clarified question wording. |
| 4030301 | Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030302 | Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030303 | Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030304 | Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030305 | Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030306 | Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030307 | Prevalence of Delinquent Behaviors Among Friends Scale (Child Development Project) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030401 | NLSY:79 (1994, Child Self-Administered Supplement; C13680.00) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030402 | New Item |  | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | 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 | Item added to expand to additional behaviors | Unchanged from IVFT | 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 |  |
| 4030403 | NLSY:79 (1994, Child Self-Administered Supplement; C13682.00) | 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 | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4030404 | NLSY:79 (1994, Child Self-Administered Supplement; C13683.00) | 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 drink alcohol.  1. Yes  2. No | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | Of the people your age who you hang out with, how many have ever pressured you to…  Drink beer, wine, or liquor?  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.  Question text was modified from “alcohol” to “beer, wine, or liquor” to be more descriptive for students.  Response options were changed from Yes/No to a how many scale to increase variability of responses. | Unchanged from IVFT | Of the people your age who you hang out with, how many have ever pressured you to…  Drink beer, wine, or liquor?  Select one answer for each row  1. None  2. Some  3. About half  4. Most  5. All or almost all |  |
| 4030405 | NLSY:79 (1994, Child Self-Administered Supplement; C13684.00) | 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 skip school.  1. Yes  2. No | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | Of the people your age who you hang out with, how many have ever pressured you to…  Skip school?  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. | Unchanged from IVFT | Of the people your age who you hang out with, how many have ever pressured you to…  Skip school?  Select one answer for each row  1. None  2. Some  3. About half  4. Most  5. All or almost all |  |
| 4030406 | NLSY:79 (1994, Child Self-Administered Supplement) | 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 commit crime/violence  1. Yes  2. | Perception of peer values (importance of education, engagement in risky behaviors, peer pressure) | Modified from source | Of the people your age who you hang out with, how many have ever pressured you to…  Commit a crime or do something violent?  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.  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.  Response options were changed from Yes/No to a how many scale to increase variability of responses. | Unchanged from IVFT | Of the people your age who you hang out with, how many have ever pressured you to…  Commit a crime or do something violent?  Select one answer for each row  1. None  2. Some  3. About half  4. Most  5. All or almost all |  |
| 4040101 | AddHealth (Student - In School; S60f) | In the last month, how often:  Did you have a headache?  1. Never  2.Rarely  3. Occasionally  4. Often  5. Everyday | Health and physical well-being | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4040102 | AddHealth (Student - In School; S60g) | 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 | Health and physical well-being | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4040103 | AddHealth (Student - In School; S60h) | In the last month, how often:  Did you have a stomachache?  1. Never  2.Rarely  3. Occasionally  4. Often  5. Everyday | Health and physical well-being | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4040104 | AddHealth (Student - In School; S60b) | In the last month, how often:  Did you wake up feeling tired?  1. Never  2.Rarely  3. Occasionally  4. Often  5. Everyday | Health and physical well-being | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4040105 | AddHealth (Student - In School; S60j) | 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 | Health and physical well-being | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050101 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 | Conscientiousness | Modified from source | 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. | Modified from IVFT | How often are the following statements 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 | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050102 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 | Conscientiousness | Modified from source | 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. | Modified from IVFT | How often are the following statements 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 | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050103 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 | Conscientiousness | Modified from source | 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. | Modified from IVFT | How often are the following statements 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 | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050104 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 | Conscientiousness | Modified from source | 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. | Modified from IVFT | How often are the following statements 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 | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050105 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 | Conscientiousness | Modified from source | 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. | Modified from IVFT | How often are the following statements 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 | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050106 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 | Conscientiousness | Modified from source | 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. | Modified from IVFT | How often are the following statements 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 | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050107 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 | Conscientiousness | Modified from source | 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. | Modified from IVFT | How often are the following statements 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 | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050108 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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  1. Disagree strongly  2. Disagree a little  3. Neither agree nor disagree  4. Agree a little  5. Agree strongly | Conscientiousness | Modified from source | How often are the following true for you?  I see myself as someone who…  Makes plans and sticks to them.  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. | Modified from IVFT | How often are the following statements true for you?  I see myself as someone who…  Makes plans and sticks to them.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050109 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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 easily distracted;  1. Disagree strongly  2. Disagree a little  3. Neither agree nor disagree  4. Agree a little  5. Agree strongly l | Conscientiousness | Modified from source | How often are the following true for you?  I see myself as someone who…  Is easily distracted. Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | 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.  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. | Modified from IVFT | How often are the following statements true for you?  I see myself as someone who…  Is easily distracted. Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050110 | BFI 46A Five Factor Model (John & Srivastava, 1999) | 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…  has trouble paying attention  1. Disagree strongly  2. Disagree a little  3. Neither agree nor disagree  4. Agree a little  5. Agree strongly | Conscientiousness | Modified from source | How often are the following true for you?  I see myself as someone who…  Has trouble paying attention.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | 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.  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. | Modified from IVFT | How often are the following statements true for you?  I see myself as someone who…  Has trouble paying attention.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Revised quesiton text to include "statements" to provide more clarity to respondents. |
| 4050201 | Children’s Hope Scale (Snyder et al., 1997) | 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.  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 | Optimism | Modified from source | How often are the following statements true for you?  I think I am doing pretty well.  Select one answer for each row  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. | Unchanged from IVFT | How often are the following statements true for you?  I think I am doing pretty well.  Select one answer for each row  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 |  |
| 4050202 | Children’s Hope Scale (Snyder et al., 1997) | 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. 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 | Optimism | Modified from source | 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.  Select one answer for each row  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. | Unchanged from IVFT | 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.  Select one answer for each row  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 |  |
| 4050203 | Children’s Hope Scale (Snyder et al., 1997) | 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.  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 | Optimism | Modified from source | How often are the following statements true for you?  I am doing just as well as other people my age.  Select one answer for each row  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. | Unchanged from IVFT | How often are the following statements true for you?  I am doing just as well as other people my age.  Select one answer for each row  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 |  |
| 4050204 | Children’s Hope Scale (Snyder et al., 1997) | 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.  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 | Optimism | Modified from source | 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.  Select one answer for each row  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. | Unchanged from IVFT | 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.  Select one answer for each row  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 |  |
| 4050205 | Children’s Hope Scale (Snyder et al., 1997) | 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  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 | Optimism | Modified from source | 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.  Select one answer for each row  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. | Unchanged from IVFT | 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.  Select one answer for each row  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 |  |
| 4050206 | Children’s Hope Scale (Snyder et al., 1997) | 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.  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 | Optimism | Modified from source | 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.  Select one answer for each row  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. | Unchanged from IVFT | 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.  Select one answer for each row  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 |  |
| 4050301 | MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General) | 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 | Self-Efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050302 | MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General) | 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 | Self-Efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050303 | MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General) | 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 | Self-Efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050304 | MSP-MAP: PALS- Student Personal Beliefs & Behaviors (Math Efficacy: General) | 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 | Self-Efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050401 | MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Utility | Math will be useful for me later in life  0. Not at all useful  1.  2.  3.Somewhat useful  4.  5.  6. Very useful | Subjective Task Value | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050402 | MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Utility | 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 | Subjective Task Value | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050403 | MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Attainment | 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 | Subjective Task Value | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050404 | MSP-MAP: Student Personal Beliefs & Behaviors- Subjective Task Value: Interest | 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 | Subjective Task Value | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050501 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (math) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050502 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (math) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050503 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (math) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050504 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (math) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050505 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (math) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050506 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (math) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050601 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (general) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050602 | Theory of Intelligence Scale (Dweck 1999) | 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 th | Theories of Intelligence, Growth Mindset (general) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050603 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (general) | Modified from source | 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. | Modified from IVFT | How much do you agree or disagree with the following statements?  No matter who you are, you can 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 | Removed the word "significantly" to be more age appropriate for the respondents. |
| 4050604 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (general) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050605 | Theory of Intelligence Scale (Dweck 1999) | 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 | Theories of Intelligence, Growth Mindset (general) | Modified from source | 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. | Modified from IVFT | How much do you agree or disagree with the following statements?  You can always 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 | Removed the word "substantially" to be more age appropriate for the respondents. |
| 4050606 | Theory of Intelligence Scale (Dweck 1999) | 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, y | Theories of Intelligence, Growth Mindset (general) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4050701 | Persistence Scale (Elliot, McGregor, and Gable, 1999) | When I become confused about something I’m reading for this course, I go back and try to figure it out.  1. Not at all true of me  2.  3.  4.  5.  6.  7.Very true of me | Academic engagement (e.g., persistence) | Modified from source | How true are the following statements for you?  When I become confused about something I’m learning at school, I go back and try to figure it out.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Introduction text was added to provide more clarity to students.  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.  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. | Modified from IVFT | How true are the following statements for you?  When I become confused about something I’m learning at school, I try to figure it out.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Modified text by removing unnecessary wording. |
| 4050702 | Persistence Scale (Elliot, McGregor, and Gable, 1999) | Regardless of whether or not I like the material, I work my hardest to learn it.  1. Not at all true of me  2.  3.  4.  5.  6.  7.Very true of me | Academic engagement (e.g., persistence) | Modified from source | How true are the following statements for you?  I work my hardest to learn at school, even if I do not like the subject.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Introduction text was added to provide more clarity to students.  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. | Unchanged from IVFT | How true are the following statements for you?  I work my hardest to learn at school, even if I do not like the subject.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true |  |
| 4050703 | Persistence Scale (Elliot, McGregor, and Gable, 1999) | When something that I am studying gets difficult, I spend extra time and effort trying to understand it.  1. Not at all true of me  2.  3.  4.  5.  6.  7.Very true of me | Academic engagement (e.g., persistence) | Modified from source | How true are the following statements for you?  When something I’m studying at school is difficult, I spend extra time and effort until I understand 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 | Introduction text was added to provide more clarity to students.  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.  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. | Unchanged from IVFT | How true are the following statements for you?  When something I’m studying at school is difficult, I spend extra time and effort until I understand 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 |  |
| 4050704 | Persistence Scale (Elliot, McGregor, and Gable, 1999) | I try to learn all of the testable material “inside and out,” even if it is boring.  1. Not at all true of me  2.  3.  4.  5.  6.  7.Very true of me | Academic engagement (e.g., persistence) | Modified from source | How true are the following statements for you?  Even if it is boring, I try to learn as much as I can about what I am studying.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Introduction text was added to provide more clarity to students.  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.  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. | Unchanged from IVFT | How true are the following statements for you?  Even if it is boring, I try to learn as much as I can about what I am studying.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true |  |
| 4050801 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt bothered by things that usually don't bother you?  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 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 .  The response options were modified to use terminology more appropriate for this age group. | Dropped for OFT |  | Dropped to reduce burden |
| 4050802 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt like not eating; your appetite was poor?  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 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050803 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | 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?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050804 | ECLS-K (Parent Interview Round 7 PPQ100) | 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 a 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 | Internalizing Problems | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050805 | ECLS-K (Parent Interview Round 7 PPQ100) | 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 | Internalizing Problems | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050806 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt that everything you did was an effort?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050807 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt fearful?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050808 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt that your sleep was restless?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050809 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt that you talked less than usual?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050810 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt lonely?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050811 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt sad?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050812 | ECLS-K (Parent Interview Round 7 PPQ100) | 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?  1. Never  2. Some of the time  3. A moderate amount of time  4. Most of the time | Internalizing Problems | Modified from source | How often in the past week have you…  Felt that you could not get going?  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4050901 | Brief Sensation Seeking Scale (Stephenson et al. 2003) | I would like to explore strange places.  1. Strongly disagree  2.  3.  4.  5. Strongly agree | Risk-taking (students’ sensation seeking behaviors) | Modified from source | How true are the following statements for you?  I like to explore strange places.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Introduction text was added for clarity.  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.  The question text was modified to remove “would” to eliminate unnecessary wording | Unchanged from IVFT | How true are the following statements for you?  I like to explore strange places.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true |  |
| 4050902 | Brief Sensation Seeking Scale (Stephenson et al. 2003) | I like to do frightening things.  1. Strongly disagree  2.  3.  4.  5. Strongly agree | Risk-taking (students’ sensation seeking behaviors) | Modified from source | How true are the following statements for you?  I like to do frightening things.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Introduction text was added for clarity.  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. | Unchanged from IVFT | How true are the following statements for you?  I like to do frightening things.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true |  |
| 4050903 | Brief Sensation Seeking Scale (Stephenson et al. 2003) | I like new and exciting experiences, even if I have to break the rules.  1. Strongly disagree  2.  3.  4.  5. Strongly agree | Risk-taking (students’ sensation seeking behaviors) | Modified from source | How true are the following statements for you?  I like new and exciting experiences, even if I have to break the rules.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Introduction text was added for clarity.  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. | Modified from IVFT | How true are the following statements for you?  I like new and exciting experiences.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | We have removed "even if I have to break the rules" from the question to avoid asking respondents about something that could be self-incriminating. |
| 4050904 | Brief Sensation Seeking Scale (Stephenson et al. 2003) | I prefer friends who are exciting and unpredictable.  1. Strongly disagree  2.  3.  4.  5. Strongly agree | Risk-taking (students’ sensation seeking behaviors) | Modified from source | How true are the following statements for you?  I prefer friends who are exciting and unpredictable.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Introduction text was added for clarity.  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. | Unchanged from IVFT | How true are the following statements for you?  I prefer friends who are exciting and unpredictable.  Select one answer for each row  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true |  |
| 4051010 | The MacArthur Scale of Subjective Social Status - Youth Version (Goodman, 2001) | Think of this ladder as representing where people stand in the United States.  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, lease 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.  Where would you place yourself on this ladder?  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. | Risk-taking (students’ sensation seeking behaviors) | Modified from source | Imagine that this ladder represents how American society is set up.  - 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.  - At the bottom are the people who are the worst off--they have the least money, the least education, and the least respected jobs.  Now think about your family. Where would your family be on this ladder?  Select the place on the ladder that best represents where your family would be. Select one only  1 (top of the ladder)  2  3  4  5  6  7  8  9  10 (bottom of the ladder)  [\*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.] | Introduction text and question text were modified to remove unnecessary language and to use terminology more appropriate for this age group.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4051020 | The MacArthur Scale of Subjective Social Status - Youth Version (Goodman, 2001) | 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. At the bottom are the people who have the lowest standing in their community.  Where would you place yourself on this ladder?  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. | Identity formation (ethnic and gender identity; perceived social status) | Modified from source | Now imagine the ladder represents how your school is set up.  - 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.  Where would you place yourself on this ladder?  Select the place on the ladder that best represents where you would be.  Select one only  1 (top of the ladder)  2  3  4  5  6  7  8  9  10 (bottom of the ladder)  [\*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.] | Introduction text and question text were modified to remove unnecessary language and to use terminology more appropriate for this age group.  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. | Modified from IVFT | Now imagine a ladder that represents how your school is set up.  - 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.  Where would you place yourself on this ladder?  Select the place on the ladder that best represents where you would be.  Select one only  1 (top of the ladder)  2  3  4  5  6  7  8  9  10 (bottom of the ladder)  [NOTE TO PROGRAMMER: THE LADDER SHOULD APPEAR HERE, AFTER THE QUESTION TEXT WITH THE RADIO BUTTONS ADJACENT TO THE LADDER ON THE RIGHT SIDE] | Changed question text from "Now imagine the ladder represents" to "Now imagine a ladder that represents" because respondents will now only see one question that includes reference to a ladder. |
| 4051101 | In-Group Connectedness  Scale (Oyserman, Bybee, and Terry, 2006) | 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.  For the group “African- American,” example items are:  --I feel close to African Americans  \* 5-point Like response (1- strongly disagree, 5- strongly agree) | Identity formation (ethnic and gender identity; perceived social status) | Modified from source | How much do you agree or disagree with the following statements?  You feel close to others who share your race/ethnicity.  Select one answer for each row  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Question text was modified from specifying a specific racial or ethnic group to “race/ethnicity” to be more general.  The response options were modified to a 6-point agreement scale to increase variable of responses. | Modified from IVFT | How much do you agree or disagree with the following statements?  I feel close to others who share my race/ethnicity.  Select one answer for each row  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Changed question text to be in the first person to align with other questions about respondents' personal experiences that also use first person language. |
| 4051102 | New Item |  | Identity formation (ethnic and gender identity; perceived social status) | New Item | How much do you agree or disagree with the following statements?  Other people judge you based on your race/ethnicity.  Select one answer for each row  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree |  | Modified from IVFT | How much do you agree or disagree with the following statements?  Other people judge me based on my race/ethnicity.  Select one answer for each row  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Changed question text to be in the first person to align with other questions about respondents' personal experiences that also use first person language. |
| 4051103 | MADICS (YouthSA, 9,202) | How often do you feel…  that you get in fights with some kids because of your race?  1. Never  2. A couple times each year  3. A couple times each month  4. Once or twice each week  5. Every day | Identity formation (ethnic and gender identity; perceived social status) | Modified from source | How much do you agree or disagree with the following statements?  You get in fights with other people because of your race/ethnicity.  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 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.  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. | Modified from IVFT | How much do you agree or disagree with the following statements?  I get in fights with other people because of my race/ethnicity.  Select one answer for each row  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Changed question text to be in the first person to align with other questions about respondents' personal experiences that also use first person language. |
| 4051104 | MADICS (YouthSA, 9,2b) | How often do you feel…  that kids do not want to hang out with you because of your race? 1  . Never  2. A couple times each year  3. A couple times each month  4. Once or twice each week  5. Every day | Identity formation (ethnic and gender identity; perceived social status) | Modified from source | How much do you agree or disagree with the following statements?  People do not want to hang out with you because of your race/ethnicity.  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 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.  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. | Modified from IVFT | How much do you agree or disagree with the following statements?  People do not want to hang out with me because of my race/ethnicity.  Select one answer for each row  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Changed question text to be in the first person to align with other questions about respondents' personal experiences that also use first person language. |
| 4060101 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to good grades…  They offer me a reward, such as money or a present  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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 a reward, like a present or gift.  Select one 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 “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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060102 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to good grades…  They give me more allowance.  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060103 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | 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 | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060104 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to good grades…  Giving more freedom to make decisions  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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 more opportunities to make decisions for myself.  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 “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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060105 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | 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 | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060106 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to good grades…  Fewer restrictions  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060107 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | 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 | Parental support to help child achieve | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 4060108 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | 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 | Parental support to help child achieve | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 4060109 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | 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 | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060110 | New Item |  | Parental support to help child achieve | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4060201 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to poor grades…  Reducing the allowance  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060202 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to poor grades…  Giving them less freedom to make decisions  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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…  Give me fewer opportunities to make decisions for myself.  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 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060203 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to poor grades…  Increasing restrictions  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060204 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to poor grades…  Grounding them.  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060205 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to poor grades…  Encouragement to try harder  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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.  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 | Dropped for OFT |  | Dropped to reduce burden |
| 4060206 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | 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 | Parental support to help child achieve | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 4060207 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to poor grades…  Making them miserable.  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060208 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | In response to poor grades…  Offers to help  1. Very untrue for my parents  2.  3.  4. Very true for my parents | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060209 | Parental Reaction to Grades Scale (Ginsburg and Bronstein, 1993) | 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 | Parental support to help child achieve | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060210 | New Item |  | Parental support to help child achieve | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 4060301 | PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997) | How much do you agree or disagree with this sentence?  My mother tells me that her ideas are correct and that I shouldn’t question them.  1. Strongly disagree  2. Disagree  3. I’m in between  4. Agree  5. Strongly agree | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | How often do your parents/guardians…  Tell you that they are right and that you should not question them?  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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4060302 | PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997) | 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 | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060303 | PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997) | 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 | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060304 | PSI II: Autonomy-granting Scale (Darling and Toyokawa, 1997) | 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 | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060305 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | 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 | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060401 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | Do your parents:  Know what you do during your free time?  \*response scale not specified. | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060402 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | Do your parents:  Usually know what type of homework you have?  \*response scale not specified. | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060403 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | Do your parents:  Know what you spend your money on?  \*response scale not specified. | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060404 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | Do your parents:  Usually know when you have an exam or paper due at school?  \*response scale not specified. | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4060405 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | Do your parents:  Know how you do in different subjects at school?  \*response scale not specified. | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | How often do your parents/guardians…  Know what your school grades are?  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 “Know what your school grades are” to utilize terminology more appropriate for this age group. | Unchanged from IVFT | How often do your parents/guardians…  Know what your school grades are?  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always |  |
| 4060501 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | 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.  3.  4.  5. yes, fully/almost always | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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)?  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Introduction text was added to this item series to reduce wording in the question text.  The question text was modified from “parents” to “parents/guardians” to be more inclusive of the type of caregivers that students have. 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  The response options were modified to use a frequency scale similar to what is used with other items in the questionnaire | Modified from IVFT | How often does the following happen with your parents/guardians?  I tell my parents/guardians about my friends without them asking (for example, which friends I hang out with and how my friends feel about various things).  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Changed question text to be in the first person to align with other questions about respondents' personal experiences that also use first person language. Change in punctuation from question mark to period at the end of each subitem since these are statements given the more specific question text. |
| 4060502 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | 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 | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | 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)? Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Introduction text was added to this item series to reduce wording in the question text.  The question text was modified from “parents” to “parents/guardians” to be more inclusive of the type of caregivers that students have. The question text was modified from “usually want to” to “without them asking” to use terminology more appropriate for this age group.  The response options were modified to use a frequency scale similar to what is used with other items in the questionnaire. | Modified from IVFT | How often does the following happen with your parents/guardians?  I tell my parents/guardians about school without them asking (for example, how each subject is going or my relationships with teachers).  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Changed question text to be in the first person to align with other questions about respondents' personal experiences that also use first person language. Change in punctuation from question mark to period at the end of each subitem since these are statements given the more specific question text. |
| 4060503 | Self-Disclosure & Parental Monitoring/Knowledge Scale (Kerr and Statin, 2000) | 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 | Parent-child relationships (autonomy-granting/decision-making and monitoring/disclosure) | Modified from source | How often do you…  Keep a lot of secrets from your parents/guardians about 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 | Introduction text was added to this item series to reduce wording in the question text.  The question text was modified from “parents” to “parents/guardians” to be more inclusive of the type of caregivers that students have.  The response options were modified to use a frequency scale similar to what is used with other items in the questionnaire. | Modified from IVFT | How often does the following happen with your parents/guardians?  I keep a lot of secrets from my parents/guardians about what I do during my free time.  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Changed question text to be in the first person to align with other questions about respondents' personal experiences that also use first person language. Change in punctuation from question mark to period at the end of each subitem since these are statements given the more specific question text. |
| 4060601 | MADICS (YouthFFI, 7,2b) | Please tell me how much you agree or disagree with the following statements.  There are a lot of adults in this neighborhood that you would like to be like when you grow up.  1. Strongly agree  2. Agree  3. Neither agree nor disagree  4. Disagree  5. Strongly | Community perspectives (e.g., exposure to neighborhood crime and other risk factors) | Modified from source | The next questions are about where you live.  How true are the following statements for you?  There are a lot of adults in my neighborhood who I want to be like when I grow 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 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. | Unchanged from IVFT | The next questions are about where you live.  How true are the following statements for you?  There are a lot of adults in my neighborhood who I want to be like when I grow 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 |  |
| 4060602 | MADICS (YouthFFI, 7,2e) | 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 | Community perspectives (e.g., exposure to neighborhood crime and other risk factors) | Modified from source | The next questions are about where you live.  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. | Unchanged from IVFT | The next questions are about where you live.  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 |  |
| 4060603 | MADICS (YouthFFI, 7,2f) | 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 | Community perspectives (e.g., exposure to neighborhood crime and other risk factors) | Modified from source | The next questions are about where you live.  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. | Unchanged from IVFT | The next questions are about where you live.  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 |  |
| 4060604 | NLSY:79 (1994, Child Self-Administered Supplement; C13653.00) | How safe child feels walking and playing in the neighborhood.  1. Very safe  2. Reasonably safe  3. Somewhat safe  4. Very unsafe | Community perspectives (e.g., exposure to neighborhood crime and other risk factors) | Modified from source | The next questions are about where you live.  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. | Unchanged from IVFT | The next questions are about where you live.  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 |  |
| 4060605 | State of Minnesota triennial student survey |  | Community perspectives (e.g., exposure to neighborhood crime and other risk factors) |  |  |  | New for OFT | The next questions are about where you live.  How true are the following statements for you?  I feel very safe participating in after school activities in my community.  1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Item added to OFT to further understand respondents' experiences in their neighborhood in a way that is unique to what is also being asked. |
| 4070101 | ELS:2002 (Student, Baseline; 54a) | How important is each of the following to you in your life?  a. Being successful in my line of work  1. Not important  2. Somewhat important  3. Very important | Aspirations (educational, career/life goals) | Modified from source | How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to…  Be successful in the job I have.  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.  Question text was modified from “my line of work” to “the job I have” to use terminology more appropriate for this age group. | Dropped for OFT |  | Dropped to reduce burden |
| 4070102 | ELS:2002 (Student, Baseline; 54b) | How important is each of the following to you in your life?  b. Finding the right person to marry and having a happy family life  1. Not important  2. Somewhat important  3. Very important | Aspirations (educational, career/life goals) | Modified from source | How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to…  Find the right person to be with and have a happy life together.  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.  Question text was modified to be more inclusive of the different types of relationships students may want in the future. | Dropped for OFT |  | Dropped to reduce burden |
| 4070103 | ELS:2002 (Student, Baseline; 54c) | 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 | Aspirations (educational, career/life goals) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070104 | ELS:2002 (Student, Baseline; 54d) | 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 | Aspirations (educational, career/life goals) | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070105 | ELS:2002 (Student, Baseline; 54f) | How important is each of the following to you in your life?  f. Helping other people in my community  1. Not important  2. Somewhat important  3. Very important | Aspirations (educational, career/life goals) | Modified from source | How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to…  Help other people in my community.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070106 | ELS:2002 (Student, Baseline; 54o) | How important is each of the following to you in your life?  o. Getting a good education  1. Not important  2. Somewhat important  3. Very important | Aspirations (educational, career/life goals) | Modified from source | How much do you agree or disagree with the following statements? When I become an adult, it will be important for me to…  Have a good education.  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.  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). | Dropped for OFT |  | Dropped to reduce burden |
| 4070200 | HSLS:09 (Student, Baseline; Sect. G) | As things stand now, how far in school do you think you will get?  1=Less than high school  2=High school diploma or GED  3=Start but not complete an Associate’s degree  4=Complete an Associate’s degree  5=Start but not complete a Bachelor’s degree  6=Complete | Academic expectations | Modified from source | As things stand now, how far in school do you think you will go?  Select one only  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. | Response options were modified or collapsed for clarity and to use terminology more appropriate for this age group. | Unchanged from IVFT | As things stand now, how far in school do you think you will go?  Select one only  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. |  |
| 4070310 | HSLS:09 (Student, Baseline; Sect. F) | 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 | Academic expectations | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070320 | HSLS:09 (Student, Baseline; Sect. G) | 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 | Academic expectations | Modified from source | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070410 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  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  Specify: \_\_\_\_\_  7. I have not talked to anyone about this | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year?  Select all that apply  1. My mother or female guardian | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070420 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  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  Specify: \_\_\_\_\_  7. I have not talked to anyone about this | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year?  Select all that apply  2. My father or male guardian | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070430 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  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  Specify: \_\_\_\_\_  7. I have not talked to anyone about this | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  3. My friends | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070440 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  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  Specify: \_\_\_\_\_  7. I have not talked to anyone about this | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  4. A teacher | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070450 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  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  Specify: \_\_\_\_\_  7. I have not talked to anyone about this | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  5. A school counselor | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070460 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  1. My mother or female guardian  2. My father or male guardian  3. My friends  4. A teacher  5. A schoo | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  6. I have talked to someone else  Specify: \_\_\_\_\_ | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070570 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  1. My mother or female guardian  2. My father or male guardian  3. My friends  4. A teacher  5. A schoo | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about what math courses to take next year? Select all that apply  7. I have not talked to anyone about this | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070610 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favorite teacher  5. A school counse | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about going to college? Select all that apply  1. My mother or female guardian | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070620 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favorite teacher  5. A school counse | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about going to college? Select all that apply  2. My father or male guardian | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070630 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favorite teacher  5. A school counse | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about going to college? Select all that apply  3. My friends | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070640 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favorite teacher  5. A school counse | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about going to college? Select all that apply  4. A teacher | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070650 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favorite teacher  5. A school counse | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about going to college? Select all that apply  5. A school counselor | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070660 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favorite teacher  5. A school counse | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about going to college? Select all that apply  6. I have talked to someone else  Specify: \_\_\_\_\_ | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070670 | HSLS:09 (Student, Baseline; Sect. E) | Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favorite teacher  5. A school counse | Academic support/Academic expectations | Modified from source | Since the beginning of this school year, have you talked with any of the following people about going to college? Select all that apply  7. I have not talked to anyone about this | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070710 | HSLS:09 (Student, Baseline; Sect. E) | 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?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favor | Academic support/Academic expectations | Modified from source | 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? Select all that apply  1. My mother or female guardian | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070720 | HSLS:09 (Student, Baseline; Sect. E) | 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?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favor | Academic support/Academic expectations | Modified from source | 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? Select all that apply  2. My father or male guardian | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070730 | HSLS:09 (Student, Baseline; Sect. E) | 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?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favor | Academic support/Academic expectations | Modified from source | 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? Select all that apply  3. My friends | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070740 | HSLS:09 (Student, Baseline; Sect. E) | 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?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favor | Academic support/Academic expectations | Modified from source | 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? Select all that apply  4. A teacher | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070750 | HSLS:09 (Student, Baseline; Sect. E) | 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?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favor | Academic support/Academic expectations | Modified from source | 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? Select all that apply  5. A school counselor | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070760 | HSLS:09 (Student, Baseline; Sect. E) | 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?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favor | Academic support/Academic expectations | Modified from source | 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? Select all that apply  6. I have talked to someone else  Specify: \_\_\_\_\_ | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4070770 | HSLS:09 (Student, Baseline; Sect. E) | 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?  1. Your mother or female guardian  2. Your father or male guardian  3. Your friends  4. A favor | Academic support/Academic expectations | Modified from source | 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? Select all that apply  7. I have not talked to anyone about this | 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.  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4080101 | AddHealth (Student - In School; S60b) | In the last month, how often:  Did you wake up feeling tired?  1. Never  2.Rarely  3. Occasionally  4. Often  5. Everyday | Sleep Quallity | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 4080102 | AddHealth (Student - In School; S60j) | 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 | Sleep Quallity | Modified from source | 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. | Modified from IVFT | In the last month, how often…  Did you have trouble falling asleep?  Select one answer for each row  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Simplified the question text so that its focus is only about trouble falling asleep. Issues aobut staying asleep will be a separate question. |
| 4080103 | AddHealth (Student - In School; S60j) | 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 | Sleep Quallity | New Item |  |  | New for OFT | In the last month, how often  Did you have trouble staying asleep?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Item added to OFT to further understand respondents' sleep issues, specifically those related to staying asleep. |
| 4080104 | AddHealth (Student - In School; S60j); MGLS:2017 IVFT (D01e) | In the last month, how often…  Did you have trouble falling asleep or staying asleep?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Sleep Quallity | Modified from source | In the last month, how often...  Did you move a lot when you slept/had restless sleep?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Added restless sleep in existing set of health/wellness questions to complement other sleep items. | Unchanged from IVFT | In the last month, how often...  Did you move a lot when you slept/had restless sleep?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 4080105 | Epworth Sleepiness Scale | In the last month, how often…  Did you have trouble staying awake while sitting in class or watching TV?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often | Sleep Quallity | Unchanged from source | In the last month, how often…  Did you have trouble staying awake while sitting in class or watching TV?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  | Unchanged from IVFT | In the last month, how often…  Did you have trouble staying awake while sitting in class or watching TV?  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 4080111 | New Item |  | Sleep Quallity | New Item | What time do you usually wake up on school days?  \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_  HOUR MINUTE AM/PM |  | Unchanged from IVFT | What time do you usually wake up on school days?  \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_  HOUR MINUTE AM/PM |  |
| 4080112 | Epworth Sleepiness Scale | What time do you usually go to bed on week nights? | Sleep Quallity | Modified from source | 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. | Unchanged from IVFT | What time do you usually go to sleep on school nights?  \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_  HOUR MINUTE AM/PM |  |
| 4110101 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date? \_\_\_\_\_\_\_/\_\_\_\_\_\_ /19/20 \_\_\_\_\_ MONTH DAY YEAR |  | Modified from source | 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. | Unchanged from IVFT | What is your birth date?  \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_  Month Day Year |  |
| 4110102 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date? \_\_\_\_\_\_\_/\_\_\_\_\_\_ /19/20 \_\_\_\_\_ MONTH DAY YEAR |  | Modified from source | 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. | Unchanged from IVFT | What is your birth date?  \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_  Month Day Year |  |
| 4110103 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date? \_\_\_\_\_\_\_/\_\_\_\_\_\_ /19/20 \_\_\_\_\_ MONTH DAY YEAR |  | Modified from source | 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. | Unchanged from IVFT | What is your birth date?  \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_  Month Day Year |  |
| 4110104 | New Item |  |  | New Item |  |  | New for OFT | How old are you?  9 or younger, 10, 11, 12, 13, 14, 15 or older | Added to supplement the existing birthdate item to obtain age of student. In the IVFT some students did not know their year of birth. We had an unexpectedly large range of age. |
| 4110200 | HSLS:09 (Student, Baseline; Sect. A) | What is your sex?  1=Male  2=Female | Demographics | Unchanged from source | What is your sex?  1. Male  2. Female |  | Unchanged from IVFT | What is your sex?  1. Male  2. Female |  |
| 4110300 | HSLS:09 (Student, Baseline; Sect. A) | Are you Hispanic or [Latino/Latina]? 1=Yes 2=No | Demographics | Unchanged from source | Are you Hispanic or Latino/Latina?  Select the one that best describes you.  1. Yes  2. No |  | Modified from IVFT | Are you Hispanic or Latino/Latina?  1. Yes  2. No | Removed the instruction because this is a yes/no question. |
| 4110410 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  1. Mexican, Mexican-American, or Chicano/Chicana | 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  1. Mexican, Mexican-American, or Chicano/Chicana |  |
| 4110420 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  2. Cuban | 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  2. Cuban |  |
| 4110430 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  3. Dominican | 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  3. Dominican |  |
| 4110440 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  4. Puerto Rican | 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  4. Puerto Rican |  |
| 4110450 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  5. Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran | 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  5. Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran |  |
| 4110460 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  6. South American, such as Colombian, Argentine, or Peruvian | 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  6. South American, such as Colombian, Argentine, or Peruvian |  |
| 4110470 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  7. Other Hispanic or Latino/Latina | 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  7. Other Hispanic or Latino/Latina |  |
| 4110471 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you?  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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  Specify\_\_\_\_ | 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. | Modified from IVFT | Which of the following best describes you?  Select all that apply  Please type your answer. | We have replaced "Specify" with "Please type your answer" because it is languge more appropriate for this age group. |
| 4110510 | HSLS:09 (Student, Baseline; Sect. A) | 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 | Demographics | Modified from source | Which of the following best describes your race?  Select all that apply  1. White | Question text was modified to simplify wording and parallel the question text for other race/ethnicity items in the survey. | Unchanged from IVFT | Which of the following best describes your race?  Select all that apply  1. White |  |
| 4110520 | HSLS:09 (Student, Baseline; Sect. A) | 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 | Demographics | Modified from source | Which of the following best describes your race?  Select all that apply  2. Black or African American | Question text was modified to simplify wording and parallel the question text for other race/ethnicity items in the survey. | Unchanged from IVFT | Which of the following best describes your race?  Select all that apply  2. Black or African American |  |
| 4110530 | HSLS:09 (Student, Baseline; Sect. A) | 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 | Demographics | Modified from source | Which of the following best describes your race?  Select all that apply  3. Asian | Question text was modified to simplify wording and parallel the question text for other race/ethnicity items in the survey. | Unchanged from IVFT | Which of the following best describes your race?  Select all that apply  3. Asian |  |
| 4110540 | HSLS:09 (Student, Baseline; Sect. A) | 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 | Demographics | Modified from source | Which of the following best describes your race?  Select all that apply  4. Native Hawaiian or other Pacific Islander | Question text was modified to simplify wording and parallel the question text for other race/ethnicity items in the survey. | Unchanged from IVFT | Which of the following best describes your race?  Select all that apply  4. Native Hawaiian or other Pacific Islander |  |
| 4110550 | HSLS:09 (Student, Baseline; Sect. A) | 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 | Demographics | Modified from source | Which of the following best describes your race?  Select all that apply  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. | Unchanged from IVFT | Which of the following best describes your race?  Select all that apply  5. American Indian or Alaska Native |  |
| 4110610 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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 | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  1. Asian Indian | 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. 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  1. Asian Indian |  |
| 4110620 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  2. Chinese | 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. 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  2. Chinese |  |
| 4110630 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  3. Filipino | 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. 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  3. Filipino |  |
| 4110640 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  4. Japanese | 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. 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  4. Japanese |  |
| 4110650 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  5. Korean | 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. 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  5. Korean |  |
| 4110660 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  6. Vietnamese | 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. 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  6. Vietnamese |  |
| 4110670 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  7. Other Asian | 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. 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. | Unchanged from IVFT | Which of the following best describes you?  Select all that apply  7. Other Asian |  |
| 4110671 | U.S. Census Bureau (2010 Census questionnaire, Q6) | What is this person’s race? Mark one or more boxes.  -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): | Demographics | Modified from source | Which of the following best describes you?  Select all that apply  Specify | 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. 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. | Modified from IVFT | Which of the following best describes you?  Select all that apply  Please type your answer. | We have replaced "Specify" with "Please type your answer" because it is languge more appropriate for this age group. |
| 4110710 | NELS:88 (Student, 8th, 81a) |  |  | New Item | Now we have a few questions about your grades in different subjects. What was your grade during the last grading period in…  English/Language arts?  Select one answer for each row  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. “Language arts” was added to the question stem to accommodate any differences in how schools label their English-related classes. | Dropped for OFT |  | Dropped to reduce burden |
| 4110720 | NELS:88 (Student, 8th, 81a) |  |  | New Item | What was your grade during the last grading period in…  Mathematics?  Select one answer for each row  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4110730 | NELS:88 (Student, 8th, 81a) |  |  | New Item | What was your grade during the last grading period in…  Science?  Select one answer for each row  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4110740 | NELS:88 (Student, 8th, 81a) |  |  | New Item | What was your grade during the last grading period in…  Social studies?  Select one answer for each row  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. | Dropped for OFT |  | Dropped to reduce burden |
| 4110810 | New Item |  |  |  |  |  | New for OFT | Is English your first language?  1. Yes 2. No | Question was added to assess Spanish language needs for the Main Study. |
| 4110820 | New Item |  |  |  |  |  | New for OFT | How well do you read English?  1. Very well  2. Well  3. Not well  4. Not at all | Question was added to assess Spanish language needs for the Main Study. |

# [Parent Survey Items](#_TOC_250000)

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording with Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording with Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5010200 | New Item |  | Screener | New Item | Are you {RFNAME TAKEN FROM CONSENT FORM}? 1. Yes  2. No |  | Modified from IVFT | Are you {RFNAME RLNAME TAKEN FROM CONSENT FORM}? 1. Yes  2. No | Added last name to confirm correct parent |
| 5010300 | New Item |  | Screener | 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 |  | Modified from IVFT | Are you the parent, guardian, or person in this household who knows the most about {CFNAME} {CLNAME}'s development, schooling, and home life? 1. Yes  2. No | Item changed to "Are you the parent, guardian, or person in this household who knows the most about {CFNAME}'s development, schooling, and home life?" since we do not have anything to "confirm." Added last name of child, since it is first instance of child’s name. |
| 5010301 | New Item |  | Screener | New Item |  |  | New for OFT | Does {CFNAME} {CLNAME} live with you? Please select “Yes” if {CFNAME} normally lives with you. For example, if {CFNAME} lives with you all the time, every-other week, or some other regularly scheduled times, or if {CFNAME} has been legally placed under your care. Please select “No” if {CFNAME} does not normally live with you. For example, if {CFNAME} is only visiting or if {CFNAME} used to live with you, but is now permanently living with someone else.  1. Yes  2. No | We added this comment to confirm that the parent, guardian, or person in the household, lives with the study child and provided guidance to define living with the child. |
| 5010411 | ECLS-K:2011  (Parent, K; INQ060a) | 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]”}  First name | Screener | Unchanged from source | 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]”}  First name |  | Modified from IVFT | Please check the spelling of your full name.  First name:[RFNAME]  Middle name:[RMNAME]  Last name: [RLNAME]  Suffix: [RSUFFIX]  If your name is not spelled right, please fix it below. If everything is spelled right, press Next to continue.  First name | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5010412 | ECLS-K:2011  (Parent, K; INQ060a) | 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]”}  Middle name | Screener | Unchanged from source | 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]”}  Middle name |  | Modified from IVFT | Please check the spelling of your full name.  First name:[RFNAME]  Middle name:[RMNAME]  Last name: [RLNAME]  Suffix: [RSUFFIX]  If your name is not spelled right, please fix it below. If everything is spelled right, press Next to continue.  Middle name | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5010413 | ECLS-K:2011  (Parent, K; INQ060a) | 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]”}  Last name | Screener | Unchanged from source | 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]”}  Last name |  | Modified from IVFT | Please check the spelling of your full name.  First name:[RFNAME]  Middle name:[RMNAME]  Last name: [RLNAME]  Suffix: [RSUFFIX]  If your name is not spelled right, please fix it below. If everything is spelled right, press Next to continue.  Last name | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5010414 | New Item |  | Screener | New Item |  |  | New for OFT | Please check the spelling of your full name.  First name:[RFNAME]  Middle name:[RMNAME]  Last name: [RLNAME]  Suffix: [RSUFFIX]  If your name is not spelled right please fix it below. If everything is spelled right, press Next to continue.  Suffix | Added suffix to capture full name. |
| 5010421 | New Item |  | Screener | New Item | Please enter your full name First name |  | Unchanged from IVFT | Please enter your full name. First name |  |
| 5010422 | New Item |  | Screener | New Item | Please enter your full name Middle name |  | Unchanged from IVFT | Please enter your full name. Middle name |  |
| 5010423 | New Item |  | Screener | New Item | Please enter your full name Last name |  | Unchanged from IVFT | Please enter your full name. Last name |  |
| 5010424 | New Item |  | Screener |  |  |  | New for OFT | Please enter your full name. Suffix | Added suffix to capture full name. |
| 5010501 | ECLS-K:2011 (Parent, K; INQ004) | May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health? | Screener | Modified from source | 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. | Modified from IVFT | Is the parent, guardian, or other person living in this household who knows the most about {CFNAME}'s development, schooling, and home life available between now and the end of June 2017 to complete this questionnaire? 1. Yes  2. No | Modified sentence to clarify whether there is a parent or guardian living in the household who is able to complete this questionnaire. |
| 5010502 | New Item |  | Screener | 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 |  | Modified from IVFT | Great! Please provide the name of the person living in this household who knows the most about {CFNAME}’s development, schooling, and home life.  First name:  Middle name:  Last name:  Suffix: | Item split into two screens and modified to collect name of appropriate individual, so that information can be preloaded before survey begins. |
| 5010502 | 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 |  | Modified from IVFT | If [NAME FROM A05B] is available now, please select “Next” to be taken back to the introductory page of this questionnaire and ask [NAME] to begin from there. If [NAME] cannot complete the questionnaire right now, please select “LOGOUT” in the top left area of the screen so [NAME] can log back in at a later time. Thank you very much! | Item split into two screens and modified to collect name of appropriate individual, so that information can be preloaded before survey begins. |
| 5010601 | New Item |  | Screener | 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. First name |  | Modified from IVFT | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} and knows about {his/her} development, schooling, and home life. Please enter the contact information for this person now and a team member will be in touch soon.  First name | Modified sentence to account for a more broad living situation. |
| 5010605 | New Item |  | Screener | New Item |  |  | New for OFT | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} and knows about {his/her} development, schooling, and home life. Please enter the contact information for this person now and a team member will be in touch soon.  Middle name | Middle name now collected for ensuring respondent identity. |
| 5010602 | New Item |  | Screener | 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. Last name |  | Modified from IVFT | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} and knows about {his/her} development, schooling, and home life. Please enter the contact information for this person now and a team member will be in touch soon.  Last name | Modified sentence to account for a more broad living situation. |
| 5010606 | New Item |  | Screener | New Item |  |  | New for OFT | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} and knows about {his/her} development, schooling, and home life. Please enter the contact information for this person now and a team member will be in touch soon.  Suffix | Suffix now collected for ensuring respondent identity. |
| 5010603 | New Item |  | Screener | 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. Phone number |  | Modified from IVFT | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} and knows about {his/her} development, schooling, and home life. Please enter the contact information for this person now and a team member will be in touch soon.  Phone number | Modified sentence to account for a more broad living situation. |
| 5010604 | New Item |  | Screener | 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. Email |  | Modified from IVFT | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} and knows about {his/her} development, schooling, and home life. Please enter the contact information for this person now and a team member will be in touch soon.  Email | Modified sentence to account for a more broad living situation. |
| 5010701 | ECLS-K:2011 (Parent, K; INQ060a) | 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: First name | Screener | Unchanged from source | 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: First name |  | Modified from IVFT | Please check the spelling of {CFNAME}’s full name.  First name:[CFNAME]  Middle name: [CMNAME]  Last name:[CLNAME]  Suffix: [CSUFFIX]  If [CFNAME]’s name is not spelled right, please fix it below. If everything is spelled right, press Next to continue.  First name | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5010702 | ECLS-K:2011 (Parent, K; INQ060a) | 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: Middle name | Screener | Unchanged from source | 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: Middle name |  | Modified from IVFT | Please check the spelling of {CFNAME}’s full name.  First name:[CFNAME]  Middle name: [CMNAME]  Last name:[CLNAME]  Suffix: [CSUFFIX]  If [CFNAME]’s name is not spelled right, please fix it below. If everything is spelled right, press Next to continue.  Middle name | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5010703 | ECLS-K:2011 (Parent, K; INQ060a) | 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: Last name | Screener | Unchanged from source | 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: Last name |  | Modified from IVFT | Please check the spelling of {CFNAME}’s full name.  First name:[CFNAME]  Middle name: [CMNAME]  Last name:[CLNAME]  Suffix: [CSUFFIX]  If [CFNAME]’s name is not spelled right, please fix it below. If everything is spelled right, press Next to continue.  Last name | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5010704 | ECLS-K:2011 (Parent, K; INQ060a) |  | Screener |  |  |  | New for OFT | Please check the spelling of {CFNAME}’s full name.  First name:[CFNAME]  Middle name: [CMNAME]  Last name:[CLNAME]  Suffix: [CSUFFIX]  If [CFNAME]’s name is not spelled right, please fix it below. If everything is spelled right, press Next to continue.  Suffix | Added suffix to capture full name. |
| 5010800 | ECLS-K:2011 (Parent, K; INQ060a) | What is {CFNAME}'s sex? 1. Male  2. Female | Screener | Unchanged from source | What is {CFNAME}'s sex? 1. Male  2. Female |  | Unchanged from IVFT | What is {CFNAME}'s sex? 1. Male  2. Female |  |
| 5010901 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date? \_\_\_\_\_\_\_/\_\_\_\_\_\_ /20 \_\_\_\_\_  MONTH DAY YEAR | Screener | Modified from source | 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. | Unchanged from IVFT | What is {CFNAME}’s date of birth? Month |  |
| 5010902 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date? \_\_\_\_\_\_\_/\_\_\_\_\_\_ /20 \_\_\_\_\_  MONTH DAY YEAR | Screener | Modified from source | 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. | Unchanged from IVFT | What is {CFNAME}’s date of birth? Day |  |
| 5010903 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date? \_\_\_\_\_\_\_/\_\_\_\_\_\_ /20 \_\_\_\_\_  MONTH DAY YEAR | Screener | Modified from source | 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. | Unchanged from IVFT | What is {CFNAME}’s date of birth? Year |  |
| 5010905 | New Item |  | Screener |  |  |  | New for OFT | Just to confirm, is {CHILD} {AGE IN YEARS} years old? | Asked to confirm age entered is correct. Age is a crucial item for the survey programming |
| 5010904 | New Item | How old is [CHILD]? | Screener |  |  |  | New for OFT | How old is [CHILD]? Please provide {CFNAME}’s. If you don’t know the exact age, please use your best guess. | Asked if date of birth is left blank |
| 5011011 | ECLS-K:2011 (Parent, K; INQ100) | 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} | Screener | Modified from source | 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. | Modified from IVFT | Please check that the current home address for {CFNAME} is right?    Street addres1: [CADDRESS1]  Street address 2: [CADDRESS2]  City: [CCITY]  State: [CSTATE]  Zip: [CZIP]    If the current home address is not right, please fix it below. If the current home address is right, press Next.  Street address1 | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5011012 | ECLS-K:2011 (Parent, K; INQ100) | 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} | Screener | Modified from source | 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. | Modified from IVFT | Please check that the current home address for {CFNAME} is right?    Street addres1: [CADDRESS1]  Street address 2: [CADDRESS2]  City: [CCITY]  State: [CSTATE]  Zip: [CZIP]    If the current home address is not right, please fix it below. If the current home address is right, press Next.  Street address2 | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5011013 | ECLS-K:2011 (Parent, K; INQ100) | 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} | Screener | Modified from source | 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. | Modified from IVFT | Please check that the current home address for {CFNAME} is right?    Street addres1: [CADDRESS1]  Street address 2: [CADDRESS2]  City: [CCITY]  State: [CSTATE]  Zip: [CZIP]    If the current home address is not right, please fix it below. If the current home address is right, press Next.  City | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5011014 | ECLS-K:2011 (Parent, K; INQ100) | 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} | Screener | Modified from source | 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. | Modified from IVFT | Please check that the current home address for {CFNAME} is right?    Street addres1: [CADDRESS1]  Street address 2: [CADDRESS2]  City: [CCITY]  State: [CSTATE]  Zip: [CZIP]    If the current home address is not right, please fix it below. If the current home address is right, press Next.  State | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5011015 | ECLS-K:2011 (Parent, K; INQ100) | 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} | Screener | Modified from source | 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. | Modified from IVFT | Please check that the current home address for {CFNAME} is right?    Street addres1: [CADDRESS1]  Street address 2: [CADDRESS2]  City: [CCITY]  State: [CSTATE]  Zip: [CZIP]    If the current home address is not right, please fix it below. If the current home address is right, press Next.  Zip code | Revised the sentence structure of the bracketed sentence because it was very advanced. |
| 5010011 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself Primary phone: | Revised to collect two street address lines. |
| 5010012 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself Alternate phone (if available): | Revised to collect two street address lines. |
| 5010013 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself Primary email: | Revised to collect two street address lines. |
| 5010014 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself Alternate email (if available): | Revised to collect two street address lines. |
| 5010015 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself Street address 1: | Revised to collect two street address lines. |
| 5010016 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself Street address 2: | Revised to collect two street address lines. |
| 5010017 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself Zip code: | Revised to collect two street address lines. |
| 5010018 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself City: | Revised to collect two street address lines. |
| 5010019 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Home phone:  Cell phone:  Primary email:  Alternate email:  Street address:  Zip code:  City:  State:  Enter text | Tracking |  |  |  | New for OFT/Modified from Source | Please provide up-to-date contact information for yourself State: | Revised to collect two street address lines. |
| 5010041 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  First name | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010042 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  Last name | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010043 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  Primary email | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010044 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  Primary phone | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010045 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  Street 1 | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010046 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  Street 2 | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010047 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  City | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010048 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  State | Revised to emphasize tracking of parent (rather than student) over time. |
| 5010049 | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Please provide the name, address, and telephone number of a relative or close friend who does not live with you or [teenager], but will always know how to get in touch with you and [teenager].  First name  Last name  Relationship  Phone  Street 1  Street 2  Zip | Tracking |  |  |  | New for OFT/Modified from Source | Finally, a very important part of this study is learning about how students do over time, so we want to make sure we are able to get in touch with you and your family next year. To help us be able to do that, please provide the name, email address, street address, and telephone number of a relative or close friend who does not live with you, but will know how to get in touch with you.  Zip code | Revised to emphasize tracking of parent (rather than student) over time. |
| 5021000 | New Item |  |  |  |  |  | New for OFT | In addition to you and {CFNAME}, does anyone else live in the household? 1. Yes 2. No | Added to assist with programming of household roster questions |
| 5022001 | ECLS-K:2011 (Parent, K; FSQ.020) | {How old {are you/is {NAME}}?} {ENTER ZERO IF PERSON’S AGE IS LESS THAN ONE YEAR.} | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{CFNAME}’s/{HHNAME}’s] age?  [SELECT FROM DROP DOWN: 0-99 or older; don't know] | Text revised to accommodate conditional fill |
| 5022002 | ECLS-K:2011 (Parent, K; FSQ.020) | {CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME}} male or female?} PROBE: Anyone else (living in this household)? | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{CFNAME}’s/{HHNAME}’s] sex?  1. Male  2. Female | Text revised to accommodate conditional fill |
| 5022003 | ECLS-K:2011 (Parent, K; FSQ.190) | {Are you/Is {NAME}} Hispanic or Latino?} 1 YES  2 NO | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. [Are you/Is {CFNAME}/Is {HHNAME}] Hispanic or Latino/Latina?  1. Yes, this person is Hispanic or Latino/Latina  2. No, this person is not Hispanic or Latino/Latina | Text revised to accommodate conditional fill |
| 5022004 | ECLS-K:2011 (Parent, K; FSQ.195) | {What is {your/{NAME} 's} race? You may name one or more races to indicate what {you/NAME} {consider/considers} {yourself/himself/herself} to be. 1 AMERICAN INDIAN OR ALASKA NATIVE  2 ASIAN  3 BLACK OR AFRICAN AMERICAN  4 NATIVE HAWAIIAN OR OTHER PA | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. 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). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following choices describes [your/{CFNAME}’s/{HHNAME}’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 | Text revised to accommodate conditional fill |
| 5022005 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you? 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, Argentin | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this person?  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) | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes [you/ {CFNAME}/{HHNAME}?  1. Mexican, Mexican-American, or Chicano  2. Cuban  3. Dominican  4. Puerto Rican  5. Central American  6. South American  7. Other (please specify) | Question revised to allow for respondents who identify as both Asian and Hispanic.  Text revised to accommodate conditional fill. |
| 5022015 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you? 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, Argentin | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this person?  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) | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes [you/ {CFNAME}/{HHNAME}?  1. Asian Indian  2. Chinese  3. Filipino  4. Japanese  5. Korean  6. Vietnamese  7. Other (please specify) | Question revised to allow for respondents who identify as both Asian and Hispanic.  Text revised to accommodate conditional fill. |
| 5022006 | ECLS-K:2011 (Parent, K; FSQ.130) | What {is your/is {NAME}'s} relationship to {CHILD}? 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. Grandf | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  f. What is this person’s relationship to [CFNAME]? 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 | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{HHNAME’s}] relationship to [CFNAME]?  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 (please specify)  13. Other non-relative | Created separate response options for other relative and non-relative for more specific reporting. Text revised to accommodate conditional fills. |
| 5022007 | 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) | {Are you/Is {NAME}} {CHILD}'s … 1. Birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this relationship with [CFNAME]?  1. Biological or birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian (please specify)  1. Biological or 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 parent/guardian  3. Female guardian  4. Male guardian  5. Daughter/son or [CFNAME]’s parent’s partner  6. Other relative of [CFNAME]’s parent’s partner (please specify)  7. Other non-relative (please specify) | 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. | Unchanged from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this relationship with [CFNAME]?  1. Biological or birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian (please specify)  1. Biological or 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 parent/guardian  3. Female guardian  4. Male guardian  5. Daughter/son or [CFNAME]’s parent’s partner  6. Other relative of [CFNAME]’s parent’s partner (please specify)  7. Other non-relative (please specify) |  |
| 5022008 | ECLS-K:2011 (Parent, K; FSQ.200) | {How old {are you/is {NAME}}?} 1. Yes  2. No  Refused  Dont Know | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. 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). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{HHNAME’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 | Text revised to accommodate conditional fills. |
| 5022009 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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=C | Parent education and occupation | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is the highest level of education this person has 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 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.  Response option categories expanded per other more recent studies (i.e., ECLS-K:2011). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is the highest level of education [you have/ {HHNAME} has] 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 | Text revised to accommodate conditional fills. |
| 5022010 | ECLS-K:2011 (Parent, K; EMQ.020) | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  During the past week did this person work at a job for pay? 1. Yes  2. No | Parent education and occupation | Unchanged from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  j. During the past week did this person work at a job for pay? 1. Yes  2. No |  | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. During the past week did [you/{HHNAME}] work at a job for pay?  1. Yes  2. No | Text revised to accommodate conditional fills. |
| 5022011 | HSLS:09 (Parent, Baseline, Sect. B, 19) | 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 t | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  k. In which country was this person born? LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTIVE LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD | Question revised to be asked about all household members in order to better understand types of household arrangemetns children experience during these years of schooling. | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. In which country [were you/was {HHNAME}] born?  LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTIVE LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD | Text revised to accommodate conditional fills. |
| 5022012 | HSLS:09 (Parent, Baseline, Sect. B, 20) | 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] | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  l. 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. | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. In what year did [you/{HHNAME}] 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 | Text revised to accommodate conditional fills. |
| 5022101 | ECLS-K:2011 (Parent, K; FSQ.020) | {How old {are you/is {NAME}}?} {ENTER ZERO IF PERSON’S AGE IS LESS THAN ONE YEAR.} | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{CFNAME}’s/{HHNAME}’s] age?  [SELECT FROM DROP DOWN: 0-99 or older; don't know] | Text revised to accommodate conditional fill |
| 5022102 | ECLS-K:2011 (Parent, K; FSQ.020) | {CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME}} male or female?} PROBE: Anyone else (living in this household)? | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{CFNAME}’s/{HHNAME}’s] sex?  1. Male  2. Female | Text revised to accommodate conditional fill |
| 5022103 | ECLS-K:2011 (Parent, K; FSQ.190) | {Are you/Is {NAME}} Hispanic or Latino?} 1 YES  2 NO | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. [Are you/Is {CFNAME}/Is {HHNAME}] Hispanic or Latino/Latina?  1. Yes, this person is Hispanic or Latino/Latina  2. No, this person is not Hispanic or Latino/Latina | Text revised to accommodate conditional fill |
| 5022104 | ECLS-K:2011 (Parent, K; FSQ.195) | {What is {your/{NAME} 's} race? You may name one or more races to indicate what {you/NAME} {consider/considers} {yourself/himself/herself} to be. 1 AMERICAN INDIAN OR ALASKA NATIVE  2 ASIAN  3 BLACK OR AFRICAN AMERICAN  4 NATIVE HAWAIIAN OR OTHER PA | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. 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). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following choices describes [your/{CFNAME}’s/{HHNAME}’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 | Text revised to accommodate conditional fill |
| 5022105 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you? 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, Argentin | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this person?  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) | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes [you/ {CFNAME}/{HHNAME}?  1. Mexican, Mexican-American, or Chicano  2. Cuban  3. Dominican  4. Puerto Rican  5. Central American  6. South American  7. Other (please specify) | Question to revised to allow for respondents who identify as both Asian and Hispanic.  Text revised to accommodate conditional fill. |
| 5022115 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you? 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, Argentin | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this person?  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) | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes [you/ {CFNAME}/{HHNAME}?  1. Asian Indian  2. Chinese  3. Filipino  4. Japanese  5. Korean  6. Vietnamese  7. Other (please specify) | Question to revised to allow for respondents who identify as both Asian and Hispanic.  Text revised to accommodate conditional fill. |
| 5022106 | ECLS-K:2011 (Parent, K; FSQ.130) | What {is your/is {NAME}'s} relationship to {CHILD}? 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. Grandf | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is this person’s relationship to [CFNAME]? | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{HHNAME’s}] relationship to [CFNAME]?  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 (please specify)  13. Other non-relative | Created separate response options for other relative and non-relative for more specific reporting. Text revised to accommodate conditional fills. |
| 5022107 | 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) | {Are you/Is {NAME}} {CHILD}'s … 1. Birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this relationship with [CFNAME]? | 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. | Unchanged from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this relationship with [CFNAME]?  1. Biological or birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian (please specify)  1. Biological or 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 parent/guardian  3. Female guardian  4. Male guardian  5. Daughter/son or [CFNAME]’s parent’s partner  6. Other relative of [CFNAME]’s parent’s partner (please specify)  7. Other non-relative (please specify) |  |
| 5022108 | ECLS-K:2011 (Parent, K; FSQ.200) | {How old {are you/is {NAME}}?} 1. Yes  2. No  Refused  Dont Know | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is this person’s marital status?  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). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{HHNAME’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 | Text revised to accommodate conditional fills. |
| 5022109 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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=C | Parent education and occupation | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is the highest level of education this person has completed?  i. What is the highest level of education this person has 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 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.  Response option categories expanded per other more recent studies (i.e., ECLS-K:2011). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is the highest level of education [you have/ {HHNAME} has] this person has 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 | Text revised to accommodate conditional fills. |
| 5022110 | ECLS-K:2011 (Parent, K; EMQ.020) | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  j. During the past week did this person work at a job for pay? 1. Yes  2. No | Parent education and occupation | Unchanged from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  j. During the past week did this person work at a job for pay? 1. Yes  2. No |  | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. During the past week did [you/{HHNAME}] work at a job for pay?  1. Yes  2. No | Text revised to accommodate conditional fills. |
| 5022111 | HSLS:09 (Parent, Baseline, Sect. B, 19) | 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 t | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  k. In which country was this person born? LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTIVE LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD | 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. | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. In which country [were you/was {HHNAME}] born?  LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTIVE LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD | Text revised to accommodate conditional fills. |
| 5022112 | HSLS:09 (Parent, Baseline, Sect. B, 20) | 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] | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  l. 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. | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. In which country [were you/was {HHNAME}] born?  LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTIVE LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD | Text revised to accommodate conditional fills. |
| 5022201 | ECLS-K:2011 (Parent, K; FSQ.020) | {How old {are you/is {NAME}}?} {ENTER ZERO IF PERSON’S AGE IS LESS THAN ONE YEAR.} | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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; don't know] | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{CFNAME}’s/{HHNAME}’s] age?  [SELECT FROM DROP DOWN: 0-99 or older; don't know] | Text revised to accommodate conditional fill |
| 5022202 | ECLS-K:2011 (Parent, K; FSQ.020) | {CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME}} male or female?} PROBE: Anyone else (living in this household)? | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{CFNAME}’s/{HHNAME}’s] sex?  1. Male  2. Female | Text revised to accommodate conditional fill |
| 5022203 | ECLS-K:2011 (Parent, K; FSQ.190) | {Are you/Is {NAME}} Hispanic or Latino?} 1 YES  2 NO | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Please answer the following questions about: {FIRST NAME} {LAST NAME} ({SUFFIX})  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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. [Are you/Is {CFNAME}/Is {HHNAME}] Hispanic or Latino/Latina?  1. Yes, this person is Hispanic or Latino/Latina  2. No, this person is not Hispanic or Latino/Latina | Text revised to accommodate conditional fill |
| 5022204 | ECLS-K:2011 (Parent, K; FSQ.195) | {What is {your/{NAME} 's} race? You may name one or more races to indicate what {you/NAME} {consider/considers} {yourself/himself/herself} to be. 1 AMERICAN INDIAN OR ALASKA NATIVE  2 ASIAN  3 BLACK OR AFRICAN AMERICAN  4 NATIVE HAWAIIAN OR OTHER PA | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following choices describes [your/{CFNAME}’s/{HHNAME}’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 | Text revised to accommodate conditional fill |
| 5022205 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you? 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, Argentin | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  e. Which of the following best describes this person?  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) | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes [you/ {CFNAME}/{HHNAME}]?  1. Mexican, Mexican-American, or Chicano  2. Cuban  3. Dominican  4. Puerto Rican  5. Central American  6. South American  7. Other (please specify) | Question revised to allow for respondents who identify as both Asian and Hispanic.  Text revised to accommodate conditional fill. |
| 5022205 | HSLS:09 (Student, Baseline; Sect. A) | Which of the following are you? 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, Argentin | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  e. Which of the following best describes this person?  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) | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes [you/ {CFNAME}/{HHNAME}]?  1. Asian Indian  2. Chinese  3. Filipino  4. Japanese  5. Korean  6. Vietnamese  7. Other (please specify) | Question revised to allow for respondents who identify as both Asian and Hispanic.  Text revised to accommodate conditional fill. |
| 5022206 | ECLS-K:2011 (Parent, K; FSQ.130) | What {is your/is {NAME}'s} relationship to {CHILD}? 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. Grandf | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  f. What is this person’s relationship to [CFNAME]? 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 | 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). | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{HHNAME’s}] relationship to [CFNAME]?  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 (please specify)  13. Other non-relative | Created separate response options for other relative and non-relative for more specific reporting. Text revised to accommodate conditional fills. |
| 5022207 | 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) | {Are you/Is {NAME}} {CHILD}'s … 1. Birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  g. Which of the following best describes this relationship with [CFNAME]?  1. Biological or birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian (please specify)  1. Biological or 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 parent/guardian  3. Female guardian  4. Male guardian  5. Daughter/son or [CFNAME]’s parent’s partner  6. Other relative of [CFNAME]’s parent’s partner (please specify)  7. Other non-relative (please specify) | 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. | Unchanged from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. Which of the following best describes this relationship with [CFNAME]?  1. Biological or birth mother  2. Adoptive mother  3. Step mother  4. Foster mother or female guardian  5. Other female parent or guardian (please specify)  1. Biological or 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 parent/guardian  3. Female guardian  4. Male guardian  5. Daughter/son or [CFNAME]’s parent’s partner  6. Other relative of [CFNAME]’s parent’s partner (please specify)  7. Other non-relative (please specify) |  |
| 5022208 | ECLS-K:2011 (Parent, K; FSQ.200) | {How old {are you/is {NAME}}?} 1. Yes  2. No  Refused  Dont Know | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | 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). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is [your/{HHNAME’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 | Text revised to accommodate conditional fills. |
| 5022209 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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=C | Parent education and occupation | Modified from source | 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. What is the highest level of education this person has 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 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.  Response option categories expanded per other more recent studies (i.e., ECLS-K:2011). | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. What is the highest level of education [you have/ {HHNAME} has] this person has 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 | Text revised to accommodate conditional fills. |
| 5022210 | ECLS-K:2011 (Parent, K; EMQ.020) | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  j. During the past week did this person work at a job for pay? 1. Yes  2. No | Parent education and occupation | Unchanged from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  j. During the past week did this person work at a job for pay? 1. Yes  2. No |  | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. During the past week did [you/{HHNAME}] work at a job for pay?  1. Yes  2. No | Text revised to accommodate conditional fills. |
| 5022211 | HSLS:09 (Parent, Baseline, Sect. B, 19) | 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 t | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Modified from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  k. In which country was this person born? LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTIVE LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD | 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. | Modified from IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. In which country [were you/was {HHNAME}] born?  LIST WILL BE GENERATED DETAILING A PRESUMABLY EXHAUSTIVE LIST OF COUNTRIES AND TERRITORIES FROM AROUND THE WORLD | Text revised to accommodate conditional fills. |
| 5022212 | HSLS:09 (Parent, Baseline, Sect. B, 20) | 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] | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | Unchanged from source | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine.  l. 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 |  | Modifiedfrom IVFT | Please tell us a little bit about the members of your household. If you are not sure of something, your best guess is fine. In what year did [you/{HHNAME}] 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 | Text revised to accommodate conditional fills. |
| 5020200 | New Item |  | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | New Item | Who is a parent, guardian, or primary caregiver for [CFNAME]?  SELECT FROM LIST OF HOUSEHOLD MEMBERS |  | Unchanged from IVFT | Who is a parent, guardian, or primary caregiver for [CFNAME]?  Select all that apply. |  |
| 5020301 | New Item |  | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | New Item | Is [HH#FNAME HH#LNAME with B02H = 1] married to someone in the household? 1. Yes  2. No |  | Unchanged from IVFT | Is [HH#FNAME HH#LNAME with B02H = 1] married to someone in the household? 1. Yes  2. No |  |
| 5020302 | New Item |  | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | New Item | Who is [HH#FNAME HH#LNAME with B02H = 1] married to? LIST OF HOUSEHOLD MEMBERS AGE 18 OR OLDER. |  | Modified from IVFT | Who is [HH#FNAME HH#LNAME with B02H = 1] married to? LIST OF HOUSEHOLD MEMBERS AGE 18 OR OLDER AND “NONE OF THE ABOVE” | “NONE OF THE ABOVE” option added to accommodate diverse family types. |
| 5020401 | New Item |  | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | 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 |  | Unchanged from IVFT | Is [HH#FNAME HH#LNAME with B02H = 5] in a domestic partnership or civil union with someone in the household? 1. Yes  2. No |  |
| 5020402 | New Item |  | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | 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. |  | Modified from IVFT | 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 AND “NONE OF THE ABOVE” | “NONE OF THE ABOVE” option added to accommodate diverse family types. |
| 5020501 | New Item |  | Household compositions (such as family members and nonrelatives in the household and parents’ marital status) | New Item | Who is [HH#FNAME HH#LNAME with B02H = 6] cohabiting or living with? LIST OF HOUSEHOLD MEMBERS AGE 18 OR OLDER. |  | Modified from IVFT | Who is [HH#FNAME HH#LNAME with B02H = 6] cohabiting or living with? LIST OF HOUSEHOLD MEMBERS AGE 18 OR OLDER AND “NONE OF THE ABOVE” | “NONE OF THE ABOVE” option added to accommodate diverse family types. |
| 5030100 | ECLS-K:2011 (Parent, K; PLQ.041) | Is any language other than English regularly spoken in your home? 1. Yes  2. No  Refused  Dont Know | Language | Modified from source | 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. | Unchanged from IVFT | Is English the primary language used in your home? 1. Yes  2. No |  |
| 5030201 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | Is any other language used in your home? 1. Yes  2. No | Question revised to build off C01 and to capture usage broadly. | Modified from IVFT | Is any language other than English used in your home? 1. Yes  2. No | Revised text for clarity. |
| 5032201 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Arabic |  |
| 5032202 | ECLS-K:2011 (Parent, K; PLQ.040) |  | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Chinese language/dialect |  |
| 5032203 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Farsi |  |
| 5032204 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Filipino language |  |
| 5032205 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  French |  |
| 5032206 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  German |  |
| 5032207 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Greek |  |
| 5032208 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Hmong |  |
| 5032209 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Italian |  |
| 5032210 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Japanese |  |
| 5032211 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Korean |  |
| 5032212 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Polish |  |
| 5032213 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Portuguese |  |
| 5032214 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Sign Language |  |
| 5032215 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Spanish |  |
| 5032216 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Vietnamese |  |
| 5032217 | ECLS-K:2011 (Parent, K; PLQ.040) | 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 | Language | Modified from source | 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. | Unchanged from IVFT | 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.  Some other language |  |
| 5033100 | ECLS-K:2011 (Parent, K; PLQ.041) | 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 PORTUGESE  12 SPANISH  13 VIETNAMESE  14 FARSI  15 HMONG  91 SOME OTHER LANGUAGE (SPECIFY)  REFUSED  DON'T KNOW | Language | Modified from source | 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. | Modified from IVFT | 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)  17. More than one language used equally | Revised "Select all that apply" to "Select one only" since the question asks about the "primary" language. |
| 5030302 | New Item |  | Language | New Item | Is any other language used in your home? 1. Yes  2. No |  | Unchanged from IVFT | Is any other language used in your home? 1. Yes  2. No |  |
| 5033301 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Arabic | User instructions updated for consistency across instrument. |
| 5033302 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Chinese language/dialect | User instructions updated for consistency across instrument. |
| 5033318 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. English | User instructions updated for consistency across instrument. |
| 5033303 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Farsi | User instructions updated for consistency across instrument. |
| 5033304 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Filipino language | User instructions updated for consistency across instrument. |
| 5033305 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. French | User instructions updated for consistency across instrument. |
| 5033306 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. German | User instructions updated for consistency across instrument. |
| 5033307 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Greek | User instructions updated for consistency across instrument. |
| 5033308 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below Select all that apply.. Hmong | User instructions updated for consistency across instrument. |
| 5033309 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Italian | User instructions updated for consistency across instrument. |
| 5033310 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Japanese | User instructions updated for consistency across instrument. |
| 5033311 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Korean | User instructions updated for consistency across instrument. |
| 5033312 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Polish | User instructions updated for consistency across instrument. |
| 5033313 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below Select all that apply. Portuguese | User instructions updated for consistency across instrument. |
| 5033314 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Sign Language | User instructions updated for consistency across instrument. |
| 5033315 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Spanish | User instructions updated for consistency across instrument. |
| 5033316 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below Select all that apply. Vietnamese | User instructions updated for consistency across instrument. |
| 5033317 | New Item |  | Language | 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. |  | Modified from IVFT | Please select the language(s) other than [LANGUAGE LISTED IN C03A] that are used in your home from the alphabetical list below. Select all that apply. Some other language | User instructions updated for consistency across instrument. |
| 5030401 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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 | Parent education and occupation | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 5030402 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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 | Parent education and occupation | Modified from source | What is the highest level of education [CFNAME]'s father 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. | Unchanged from IVFT | What is the highest level of education [CFNAME]'s father 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 |  |
| 5030500 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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 | Parent education and occupation | Modified from source | What is the highest level of education your 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. | Unchanged from IVFT | What is the highest level of education your 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 |  |
| 5030600 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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 | Parent education and occupation | Modified from source | What is the highest level of education your father 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. | Unchanged from IVFT | What is the highest level of education your father 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 |  |
| 5030700 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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 | Parent education and occupation | Modified from source | What is the highest level of education [HH#FNAME HH#LNAME]’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. | Unchanged from IVFT | What is the highest level of education [HH#FNAME HH#LNAME]’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 |  |
| 5030800 | HSLS:09 (Parent, First Follow up 09, Section D, Q 1) | 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 | Parent education and occupation | Modified from source | What is the highest level of education [HH#FNAME HH#LNAME]’s father 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. | Unchanged from IVFT | What is the highest level of education [HH#FNAME HH#LNAME]’s father 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 |  |
| 5040001 | 4-H Longitudinal Study of Positive Youth Development (Wave 8, Parent Questionnaire, 32.28) | I know most of my child's friends and playmates.  Never  Sometimes  Usually  Always | Parent-child relationship (monitoring, discipline) |  |  |  | New for OFT/Modified from Source | How many of {CFNAME}'s friends do you know? none; some; about half; most; all or almost all | Modified question text to personalize it about the study child, revised question text to make its reference to friends age appropriate (i.e., removed "and playmate"), and revised response options to refer to quantity to better reflect parental monitoring. |
| 5040002 | AddHealth (Wave 1, Parent Questionnaire, PC17) | Please think about all of {CNAME}’s friends. How many parents of {CFNAME}’s friends have you talked to in the last four weeks  \_\_\_number of parents | Parent-child relationship (monitoring, discipline) |  |  |  | New for OFT | Please think about all of {CNAME}’s friends. How many parents of {CFNAME}’s friends have you talked to in the last four weeks  \_\_\_number of parents | Added item to better reflect parental monitoring. |
| 5040003 | ECLS-K (Round 2, Parent Survey, PIQ300) | About how many parents of children in {CHILD}’s {or {TWIN}’s} class do you talk with regularly, either in person or on the phone? | Parent-child relationship (monitoring, discipline) |  |  |  | New for OFT/Modified from Source | About how many parents of children at {CFNAME}’s school do you talk or text with regularly, either in person, online, or on the phone  \_\_\_number of parents | Modified question text to ask about child's school instead of classroom, because of the departmentalized learning environment more prevalent in the middle grades. Updated text to include alternative, more contemporary ways of communicating with other parents, such as online or via text messages. |
| 5040101 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | Do your parents:  Know what you do during your free time? \*response scale not specified | Parent education and occupation | Modified from source | 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 accomodate a freqency scale, rather than the yes or no scale implied by the original question wording. | Unchanged from IVFT | 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 |  |
| 5040102 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | Do your parents:    Usually know what type of homework you have?  \*response scale not specified | Parent-child relationship (monitoring, discipline) | Modified from source | 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 accomodate a freqency scale, rather than the yes or no scale implied by the original question wording. | Unchanged from IVFT | How often do you: Know what type of homework {CFNAME} has? 1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always |  |
| 5040103 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | Do your parents:    Know what you spend your money on?  \*response scale not specified | Parent-child relationship (monitoring, discipline) | Modified from source | 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 accomodate a freqency scale, rather than the yes or no scale implied by the original question wording. | Modified from IVFT | 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  7. Not applicable, child does not have own money | Added a not applicable option because a sixth grader may not have his/her own money. |
| 5040104 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | Do your parents:    Usually know when you have an exam or paper due at school?  \*response scale not specified | Parent-child relationship (monitoring, discipline) | Modified from source | 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 accomodate a freqency 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. | Unchanged from IVFT | 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 |  |
| 5040105 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | Do your parents:    Know how you do in different subjects at school?  \*response scale not specified | Parent-child relationship (monitoring, discipline) | Modified from source | 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 accomodate a freqency 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. | Unchanged from IVFT | 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 |  |
| 5040106 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | Do your parents:  Know where you go when you are out with friends at night? \*response scale not specified | Parent-child relationship (monitoring, discipline) | Modified from source | 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 accomodate a freqency 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. | Unchanged from IVFT | How often do you: Know where {CFNAME} goes after school? 1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always |  |
| 5041101 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | 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 | Parent-child relationship (monitoring, discipline) | Modified from source | 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 accomodate a freqency 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. | Modified from IVFT | 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 things)? 1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always | Removed ‘various’ to eliminate unnecessary wordiness. |
| 5041102 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | 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 | Parent-child relationship (monitoring, discipline) | Modified from source | 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. | Unchanged from IVFT | How often does {CFNAME} tell you about: School without you asking (for example, how each subject is going or {his/her} relationships with teachers)? 1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often  6. Always |  |
| 5041201 | Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | 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 | Parent-child relationship (monitoring, discipline) | Modified from source | 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 | Modified from IVFT | 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  7. Don't Know | Added a "Don't Know" option to provide full range of response options. |
| 5040111 | ECLS-K:2011 (Round 9, Student Survey, CLQ820) | Does your family have rules about who you can send texts, messages, or emails to?  Yes  No | Parent-child relationship (monitoring, discipline) |  |  |  | New for OFT/Modified from Source | Does your family have rules about who [CFNAME] can text, message, video chat, email, or play online games with yes/no | Item switched to ask parent due to time constraints on the student survey, and its congruence with the broader parental monitoring construct. Question text modified to include additional activities involving technology use to be more encompassing of the ways children this age use technology. |
| 5040112 | ECLS-K:2011 (Round 9, Student Survey, CLQ825) | Does your family have rules about when you can send texts, messages, or emails?  Yes  No | Parent-child relationship (monitoring, discipline) |  |  |  | New for OFT/Modified from Source | Does your family have rules about when [CFNAME] can text, message, video chat, email, or play online games yes/no | Item switched to ask parent due to time constraints on the student survey, and its congruence with the broader parental monitoring construct. Question text modified to include additional activities involving technology use to be more encompassing of the ways children this age use technology. |
| 5040113 | Common Sense Media, Media Use by Tweens and Teens (Q33b) | Have your parents ever talked to you about: ...How long you can use media for (such as no more than an hour a day)  Yes  No | Parent-child relationship (monitoring, discipline) |  |  |  | New for OFT/Modified from Source | Does your family have rules about how much time [CFNAME] can spend using technology (for example, a limit on “screen time” hours per day yes/no | Item switched to ask parent due to time constraints on the student survey, and its congruence with the broader parental monitoring construct. Question text modified to include additional activities involving technology use to be more encompassing of the ways children this age use technology. |
| 5040201 | MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23a) | Have any of the following things happened to (CHILD)?    Gotten involved with the wrong kind of kids?  1. Yes  2. No | Parent-child relationship (monitoring, discipline) | Modified from source | 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. | Modified from IVFT | Have any of the following things happened to {CFNAME}? Has {he/she}… gotten involved with the wrong kinds of people? 1. Yes  2. No | Removed {his/her} age to be less restrictive. |
| 5040202 | MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23b) | Have any of the following things happened to (CHILD)?    Gotten involved in drugs?  1. Yes  2. No | Parent-child relationship (monitoring, discipline) | Modified from source | 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). | Modified from IVFT | Have any of the following things happened to {CFNAME}? Has {he/she}… ever used drugs (for example, marijuana, cocaine, ecstasy, or 'bath salts')? 1. Yes  2. No | Revised for clarity. |
| 5040203 | MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23c) | Have any of the following things happened to (CHILD)?    Gotten involved with alcohol?  1. Yes  2. No | Parent-child relationship (monitoring, discipline) | Modified from source | 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). | Unchanged from IVFT | Have any of the following things happened to {CFNAME}? Has {he/she}… ever used alcohol? 1. Yes  2. No |  |
| 5040204 | MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23d) | Have any of the following things happened to {CFNAME}? Has {he/she}…  gotten in trouble with the police?  1. Yes  2. No | Parent-child relationship (monitoring, discipline) | Unchanged from source | Have any of the following things happened to {CFNAME}? Has {he/she}…  gotten in trouble with the police?  1. Yes  2. No |  | Unchanged from IVFT | Have any of the following things happened to {CFNAME}? Has {he/she}… gotten in trouble with the police? 1. Yes  2. No |  |
| 5040205 | MADICS MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23e) | Have any of the following things happened to (CHILD)?    Been beaten up by other kids?  1. Yes  2. No | Parent-child relationship (monitoring, discipline) | Modified from source | 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. | Modified from IVFT | Have any of the following things happened to {CFNAME}? Has {he/she}… beaten up other people? 1. Yes  2. No | Removed {his/her} age to be less restrictive. |
| 5040206 | New Item |  | Parent-child relationship (monitoring, discipline) | 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 |  | Modified from IVFT | Have any of the following things happened to {CFNAME}? Has {he/she}… Been beaten up by other people? 1. Yes  2. No | Removed {his/her} age to be less restrictive. |
| 5040207 | MADICS (Primary Caregiver Face-to-Face Interview, Wave 1, 23f) | Have any of the following things happened to {CFNAME}? Has {he/she}…  run away?  1. Yes  2. No | Parent-child relationship (monitoring, discipline) | Unchanged from source | Have any of the following things happened to {CFNAME}? Has {he/she}…  run away?  1. Yes  2. No |  | Unchanged from IVFT | Have any of the following things happened to {CFNAME}? Has {he/she}… run away? 1. Yes  2. No |  |
| 5040301 | NQES(Mother Report, Item Dangerous People, Q1) | I worry about people with guns and knives in my neighborhood. 1. Strongly agree  2  3  4  5. Strongly disagree | Community perspectives (poverty, crime, victimization) | Modified from source | 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. | Modified from IVFT | How true are the following statements about your neighborhood? I worry about people with guns and knives in this neighborhood. 1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Revised to "this" instead of "my" to be more general |
| 5040302 | NQES(Mother Report, Item Dangerous People, Q1) | People in this neighborhood do not get along with each other. 1. Strongly agree  2  3  4  5. Strongly disagree | Community perspectives (poverty, crime, victimization) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 5040303 | NQES(Mother Report, Item Dangerous People, Q1) | Drug dealers are a problem in my neighborhood. 1. Strongly agree  2  3  4  5. Strongly disagree | Community perspectives (poverty, crime, victimization) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 5040304 | NQES(Mother Report, Item Dangerous People, Q1) | I worry about the kind of people my children will meet in this neighborhood. 1. Strongly agree  2  3  4  5. Strongly disagree | Community perspectives (poverty, crime, victimization) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 5040305 | NQES(Mother Report, Item Sense of safety, Q1) | My neighborhood is safe for children during the daytime. 1. Strongly agree  2  3  4  5. Strongly disagree | Community perspectives (poverty, crime, victimization) | Modified from source | 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. | Modified from IVFT | How true are the following statements about your neighborhood? This 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 | Revised to "this" instead of "my" to be more general |
| 5040306 | NQES(Mother Report, Item Sense of safety, Q1) | My neighborhood is safe for children during the nighttime. 1. Strongly agree  2  3  4  5. Strongly disagree | Community perspectives (poverty, crime, victimization) | Modified from source | 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. | Modified from IVFT | How true are the following statements about your neighborhood? This 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 | Revised to "this" instead of "my" to be more general |
| 5040307 | NQES(Mother Report, Item Physical environment, Q1) | There are lots of run down homes in our neighborhood. 1. Strongly agree  2  3  4  5. Strongly disagree | Community perspectives (poverty, crime, victimization) | Modified from source | 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. | Modified from IVFT | How true are the following statements about your neighborhood? There are lots of run down homes in this neighborhood. By “run down homes” we mean houses in very bad condition because of age or lack of care. 1. Not at all true  2. A little bit true  3. Somewhat true  4. True  5. Very true | Revised to "this" instead of "our" to be more general. Help text added after feedback from IVFT, |
| 5050101 | Hoover-Dempsey (Parent, Parent-focused Role Construction Scale, Belief items 1c) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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. | Modified from IVFT | 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. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Item changed to "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."  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree  Response options reordered to reflect more positive agreement first. |
| 5050102 | Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3a) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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. | Modified from IVFT | 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 {CFNAME}'s school when I can. 1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Item changed to "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."  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree  Response options reordered to reflect more positive agreement first. |
| 5050103 | Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3b) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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. | Modified from IVFT | 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 teachers know about things that concern {CFNAME}. 1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Item changed to "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."  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree  Response options reordered to reflect more positive agreement first. |
| 5050104 | Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3c) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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. | Modified from IVFT | 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 {CFNAME}'s teachers. 1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Item changed to "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."  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree  Response options reordered to reflect more positive agreement first. |
| 5050105 | Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Belief items 3d) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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. | Modified from IVFT | 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. {CFNAME}'s teachers know me. 1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree | Item changed to "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."  1. Strongly agree  2. Agree  3. Slightly agree  4. Slightly disagree  5. Disagree  6. Strongly disagree  Response options reordered to reflect more positive agreement first. |
| 5050201 | Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Behavior items 3c) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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. | Modified from IVFT | Indicate how often you have done the following during this school year. I contacted {CFNAME}'s teachers with questions about schoolwork. 1. Never  2. Once or twice  3. About once a month  4. Once every two weeks  5. Once a week  6. Daily | Rephrased "Once so far this year" to "Once or twice" to help for recall. |
| 5050202 | Hoover-Dempsey (Parent, Partnership-focused Role Construction Scale, Behavior items 3a) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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. | Modified from IVFT | Indicate how often you have done the following during this school year. I exchanged phone calls or notes with {CFNAME}'s teachers for questions not related to schoolwork. 1. Never  2. Once or twice  3. About once a month  4. Once every two weeks  5. Once a week  6. Daily | Rephrased "Once so far this year" to "Once or twice"  to help for recall.  Added "for question not related to schoolwork" to the response option b. |
| 5050301 | ELS:2002 (Parent, Baseline, 53b) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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). | Modified from IVFT | Since the start of the school year, how many times have you or someone else in your household 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 | Modified introductory text to broaden to someone else in household. |
| 5050302 | ELS:2002 (Parent, Baseline, 53e) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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). | Modified from IVFT | Since the start of the school year, how many times have you or someone else in your household 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 | Modified introductory text to broaden to someone else in household. |
| 5050303 | ELS:2002 (Parent, Baseline, 53g) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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). | Modified from IVFT | Since the start of the school year, how many times have you or someone else in your household 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 | Modified introductory text to broaden to someone else in household. |
| 5050304 | ELS:2002 (Parent, Baseline, 53i) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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). | Modified from IVFT | Since the start of the school year, how many times have you or someone else in your household 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 | Modified introductory text to broaden to someone else in household. |
| 5050305 | ELS:2002 (Parent, Baseline, 53c) | 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 | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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). | Modified from IVFT | Since the start of the school year, how many times have you or someone else in your household 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 | Modified introductory text to broaden to someone else in household. |
| 5050306 | ELS:2002 (Parent, Baseline, 53d) | 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?  1. None  2. Once or twice  3. Three or four times  4. More than four times | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | 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?  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). | Modified from IVFT | Since the start of the school year, how many times have you or someone else in your household had contact with the school about… {CFNAME}'s course selection for entry into college, or vocational /technical school after completing high school?  1. None  2. Once or twice  3. Three or four times  4. More than four times | Modified introductory text to broaden to someone else in household.  Item changed to "{CFNAME}'s course selction for entry into college, or vocational /technical school after completing high school? |
| 5050400 | HSLS:09 (Parent, Baseline, Sect. D, Q 12) | Since starting kindergarten, has [he/she] ever been suspended or expelled from school? Do not count detentions.  1. Yes  2. No | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | Modified from source | Since starting kindergarten, how many times has {CFNAME} ever been suspended or expelled from school? Do not count detentions. 1. Please select the number of times. [DROP DOWN: 0-10 or more] | Question revised to capture the number of explusions and/or suspensions for greater variability. | Modified from IVFT | Since starting kindergarten, how many times has {CFNAME} ever been suspended or expelled from school? Do not count detentions. [DROP DOWN: 0- 10 or more, Don’t know] | “Don’t know” option added due to IVFT feedback. |
| 5050501 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Repeated violation of the school rules 1. Yes  2. No |  |
| 5050502 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Use of profanity (swearing) 1. Yes  2. No |  |
| 5050503 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Threatening students or teachers 1. Yes  2. No |  |
| 5050504 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Defacing or destroying school property 1. Yes  2. No |  |
| 5050505 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Bringing a weapon to school 1. Yes  2. No |  |
| 5050506 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Fighting with another student 1. Yes  2. No |  |
| 5050507 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Ganging up (with one or more other students) on another student 1. Yes  2. No |  |
| 5050508 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Threatening to use or making a false report of the use of an explosive device at school 1. Yes  2. No |  |
| 5050509 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Assaulting a teacher, principal, or other school personnel 1. Yes  2. No |  |
| 5050510 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? 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) |  | Unchanged from IVFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Other 1. Yes  2. No |  |
| 5050511 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) |  |  |  | New for OFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion? Don’t know 1. Yes  2. No | “Don’t know” option added to match change to 5050400. |
| 5050600 | New Item |  | Parent involvement (contact with school about behavior, school schedule, and guidance for assisting with homework) | New Item | How many days was the {(IF E04>1) most recent} suspension? 1. \_\_\_\_\_\_\_\_\_\_ Enter number of days suspended  2. {CHILD} was expelled. |  | Modified from IVFT | How many days was the {(IF E04>1) most recent} suspension or explusion? Days for most recent suspension or expulsion  2. Check this box if {CFNAME} was expelled permanently. | Added "expulsion" to account for that possible response. Clarified directions for indicating child was expelled. |
| 5050700 | HSLS (Parent, First Follow Up 2012, Section B, Q1) | 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 | Grade Progression | Modified from source | 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. | Modified from IVFT | What grades, if any, has {CFNAME} repeated since starting school? 1. Has not repeated any grade levels  2. Kindergarten  3. 1st grade  4. 2nd grade  5. 3rd grade  6. 4th grade  7. 5th grade  8. 6th grade | Changed first option to "Has not repeated any grade levels"  Removed Grade 7 and 8 for the OFT since the highest grade for the OFT is 6th grade |
| 5050800 | HSLS:09 (Parent, First Follow Up 2012, Section B, Q2) | 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 | Grade Progression | Modified from source | 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. | Modified from IVFT | What grade levels, if any, has {CFNAME} skipped since starting school? 1. Has not skipped any grades  2. Kindergarten  3. 1st grade  4. 2nd grade  5. 3rd grade  6. 4th grade  7. 5th grade  8. 6th grade | Question changed to "What grade levels, if any, has {CFNAME} skipped since starting school.  Response changed to "Has not skipped any grade levels." to account for that option.  Removed Grade 7 and 8 for the OFT since the highest grade for the OFT is 6th grade |
| 5050900 | HSLS:09 (Parent, Baseline, Sect. B, Q 27) | 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 | ESL | Unchanged from source | 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 |  | Unchanged from IVFT | 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 |  |
| 5051000 | HSLS:09 (Parent, Baseline, Sect. B, Q 29) | Is {he/she} currently enrolled in an English as a Second Language (ESL), English immersion, or bilingual education program? 1. Yes  2. No | ESL | Unchanged from source | Is {he/she} currently enrolled in an English as a Second Language (ESL), English immersion, or bilingual education program? 1. Yes  2. No |  | Modified from IVFT | Is {he/she} currently 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 | Revised wording to be consistent with previous question about the same topic |
| 5051100 | ECLS-K (Parent, Grade 8, WPQ. 170) | Does {CFNAME} receive free or reduced price lunches at school? 1. Yes  2. No | Student Free- and Reduced-Price Lunch Eligibility | Unchanged from source | Does {CFNAME} receive free or reduced price lunches at school? 1. Yes  2. No |  | Modified from IVFT | Does {CFNAME} receive free or reduced-price meals at school? 1. Yes  2. No | Modified to "meals" to include breakfast as an option. |
| 5051200 | ECLS-K (Parent, Grade 8, WPQ. 180) | Are these lunches free or reduced price? 1. Free  2. Reduced price | Student Free- and Reduced-Price Lunch Eligibility | Unchanged from source | Are these lunches free or reduced price? 1. Free  2. Reduced price |  | Modified from IVFT | Are these meals free or reduced-price? 1. Free  2. Reduced price | Modified to "meals" to include breakfast as an option. |
| 5051301 | ECLS-K Spring 2013 Parent Survey (HEQ140), HSLS:09 First Follow-up Parent Survey Section B | During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent2]] done with [teenager]?  Visited a science-related destination, such as a zoo, planetarium, or natural history museum  Worked or played on a computer | Child's School Experiences |  |  |  | New for OFT/Modified from Source | During the current school year, has {CFNAME} taken a field trip focused on science, for example to a science museum or center, a science lab, a planetarium, or a nature center? 1. Yes 2. No 3. Don't know | Revised to align with new MGLS:2017 museum items in student survey. |
| 5051302 | ECLS-K Spring 2013 Parent Survey (HEQ140), HSLS:09 First Follow-up Parent Survey Section B | During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent2]] done with [teenager]?  Visited a science-related destination, such as a zoo, planetarium, or natural history museum  Worked or played on a computer | Child's School Experiences |  |  |  | New for OFT/Modified from Source | During the current school year, how many times did {he/she} ever take a field trip focused on science, for example to a science museum or center, a science lab, a planetarium, or a nature center? \_\_\_\_times | Revised to align with new MGLS:2017 museum items in student survey. |
| 5051303 | ECLS-K Spring 2013 Parent Survey (HEQ140), HSLS:09 First Follow-up Parent Survey Section B | During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent2]] done with [teenager]?  Visited a science-related destination, such as a zoo, planetarium, or natural history museum  Worked or played on a computer | Child's School Experiences |  |  |  | New for OFT/Modified from Source | Other than school field trips, how many times did {CFNAME} visit a science museum or center, a science lab, a planetarium, or a nature center during the current school year? \_\_\_\_number of times  91. Do not know | Revised to align with new MGLS:2017 museum items in student survey. |
| 5060100 | ECLS-K:2011 (Parent, K, CHQ.330) | In general, would you say that {CFNAME}'s health is… 1. Excellent  2. Very good  3. Good  4. Fair  5. Poor | General health | Unchanged from source | In general, would you say that {CFNAME}'s health is… 1. Excellent  2. Very good  3. Good  4. Fair  5. Poor |  | Unchanged from IVFT | In general, would you say that {CFNAME}'s health is… 1. Excellent  2. Very good  3. Good  4. Fair  5. Poor |  |
| 5060201 | HSLS:09 (Parent, Baseline, Sect. D, Q3d) | 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 is, ADD or  Yes  No | Disability status | Modified from source | Has a doctor, health care provider, teacher, or school official ever told you that {CFNAME} has…  Hearing problems that cannot be corrected with a hearing aid?  1. Yes  2. No | This question was selected to complement 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. | Dropped for OFT |  | It is not necessary to ask these questions now. We will remove this for the OFT and will reinsert it into the survey at a later phase. |
| 5060202 | HSLS:09 (Parent, Baseline, Sect. D, Q3d) | 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 is, ADD or  Yes  No | Disability status | Modified from source | 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 complement 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. | Dropped for OFT |  | It is not necessary to ask these questions now. We will remove this for the OFT and will reinsert it into the survey at a later phase. |
| 5060300 | New Item |  | General health | New Item | Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has had a concussion? 1. Yes  2. No |  | Unchanged from IVFT | Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has had a concussion? 1. Yes  2. No |  |
| 5060400 | New Item |  | General health | New Item | How many times has {CFNAME} been diagnosed by a doctor as having had a concussion? |\_|\_| Enter Number of Times |  | Unchanged from IVFT | How many times has {CFNAME} been diagnosed by a doctor, nurse, or other medical professional as having had a concussion? |\_|\_| Number of times |  |
| 5060500 | ECLS-B (Parent, 9m, CH060a) | Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has asthma? 1. Yes  2. No | General health | Unchanged from source | Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has asthma? 1. Yes  2. No |  | Unchanged from IVFT | Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has asthma? 1. Yes  2. No |  |
| 5060600 | ECLS-B (Parent, 9m, CH075) | Has {CFNAME} ever been taken to an emergency room or hospitalized for at least one night because of asthma? 1. Yes  2. No | General health | Unchanged from source | Has {CFNAME} ever been taken to an emergency room or hospitalized for at least one night because of asthma? 1. Yes  2. No |  | Unchanged from IVFT | Has {CFNAME} ever been taken to an emergency room or hospitalized for at least one night because of asthma? 1. Yes  2. No |  |
| 5060701 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Independence and taking care of {himself/herself}?  1. Yes  2. No | Disability status | Unchanged from source | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Independence and taking care of {himself/herself}?  1. Yes  2. No |  | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… Independently taking care of {himself/herself}? 1. Yes  2. No | Clarify the language so that the item asks about child’s ability to independently take care of self rather than asking about independence and taking care of self. |
| 5060702 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Paying attention?  1. Yes  2. No | Disability status | Unchanged from source | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Paying attention?  1. Yes  2. No |  | Unchanged from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… Paying attention? 1. Yes  2. No |  |
| 5060703 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Learning, thinking, and solving problems?  1. Yes  2. No | Disability status | Unchanged from source | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Learning, thinking, and solving problems?  1. Yes  2. No |  | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… Learning, thinking, or solving problems? 1. Yes  2. No | Broaden the response option so that response is either learning, thinking, or solving problems versus the use of the word “and” implying that all three issues are necessary. |
| 5060704 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | 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 | Disability status | Unchanged from source | 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 |  | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… Difficulty coordinating or moving {his/her} whole body, arms or legs? 1. Yes  2. No | Include the whole body, in addition to arms and legs. |
| 5060705 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Behaving and relating to other children?  1. Yes  2. No | Disability status | Unchanged from source | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Behaving and relating to other children?  1. Yes  2. No |  | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… Behaving or relating to other children? 1. Yes  2. No | Changed item to "Behaving or relating to other children?" |
| 5060706 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Behaving and relating to adults?  1. Yes  2. No | Disability status | Unchanged from source | Has {CFNAME} ever been evaluated by a professional because of an issue with...  Behaving and relating to adults?  1. Yes  2. No |  | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… Behaving or relating to adults? 1. Yes  2. No | Changed item to "Behaving or relating to adults?" |
| 5060707 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | Has {CFNAME} ever been evaluated by a professional because of an issue with...  {His/Her} overall activity level?  1. Yes  2. No | Disability status | Unchanged from source | Has {CFNAME} ever been evaluated by a professional because of an issue with...  {His/Her} overall activity level?  1. Yes  2. No |  | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… {His/Her} activity level? 1. Yes  2. No | Changed item to "{His/Her} activity level?" to be general |
| 5060708 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ115) | Has {CFNAME} ever been evaluated by a professional because of an issue with...  {His/Her} emotional or psychological difficulties?  1. Yes  2. No | Disability status | Unchanged from source | Has {CFNAME} ever been evaluated by a professional because of an issue with...  {His/Her} emotional or psychological difficulties?  1. Yes  2. No |  | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… {His/Her} emotional or mental health issues? 1. Yes  2. No | Changed item to "{His/Her} emotional or mental health issues?"  Language clarified and vocabulary demand reduced to increase parental understanding, particularly among parents with more limited education. |
| 5060709 | New Item |  | Disability status | New from source | Has {CFNAME} ever been evaluated by a professional because of an issue with… Harming {himself/herself}? 1. Yes  2. No | Cutting and other self-harming problems emerge during this pre-adolescent period among children who may be experiencing depression or anxiety. | Modified from IVFT | Has {CFNAME} ever been evaluated by a professional because of an issue with… Harming {himself/herself}? 1. Yes  2. No | Added item "Harming {himself/herself}?" |
| 5060710 | New Item |  | Disability status | New from source |  |  | New for OFT | Has {CFNAME} ever been evaluated by a professional because of an issue with…  Anxiety or fear?  1. Yes 2. No | Added this response option to cover additional possible diagnoses |
| 5060711 | New Item |  | Disability status | New from source |  |  | New for OFT | Has {CFNAME} ever been evaluated by a professional because of an issue with…  Over-sensitivity or under-sensitivity to touch, sound or temperature?  1. Yes 2. No | Added this response option to cover additional possible diagnoses |
| 5060712 | New Item |  | Disability status | New from source |  |  | New for OFT | Has {CFNAME} ever been evaluated by a professional because of an issue with…  Communicating or understanding what is said in {home language}?  1. Yes 2. No | Added this response option to cover additional possible diagnoses |
| 5060713 | New Item |  | Disability status | New from source |  |  | New for OFT | Has {CFNAME} ever been evaluated by a professional because of an issue with…  Chronic health problem (e.g., asthma, seizure, sickle cell anemia)  1. Yes 2. No | Added this response option to cover diagnosis of health impairments |
| 5060714 | New Item |  | Disability status | New from source |  |  | New for OFT | Has {CFNAME} ever been evaluated by a professional because of an issue with…  Eating too much or eating too little?  1. Yes 2. No | Added this response option to cover additional possible diagnoses |
| 5060715 | New Item |  | Disability status | New from source |  |  | New for OFT | Has {CFNAME} ever been evaluated by a professional because of an issue with…  Sleeping too much or sleeping too little?  1. Yes 2. No | Added this response option to cover additional possible diagnoses |
| 5060800 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ120) | Have you obtained a diagnosis or diagnoses for {CFNAME}'s issue with {TEXT FROM F07A-H} from a professional? 1. Yes  2. No | Disability status | Unchanged from source | Have you obtained a diagnosis or diagnoses for {CFNAME}'s issue with {TEXT FROM F07A-H} from a professional? 1. Yes  2. No |  | Modified from IVFT | You reported that {CFNAME} was evaluated by a professional because of an issue with the following:  {TEXT FROM F07A-I}  Have you obtained a diagnosis or diagnoses for these issues from a professional? 1. Yes  2. No | Modified to display this item once to reduce burden. |
| 5060901 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see your child’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Learning disability (LD) - other 1. Yes  2. No | Item changed to "Learnining disability (LD) - other" to be inclusive of other learning disabilities. User directions clarified for selecting “Other.” |
| 5060902 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Learning disability LD -- Reading disability (or dyslexia) 1. Yes  2. No | Item changed to "Learnining disability LD -- Reading disability (or dyslexia)" to be inclusive of reading disability. User directions clarified for selecting “Other.” |
| 5060903 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box Learning disability LD -- Math disability 1. Yes  2. No | Item changed to "Learnining disability LD -- Math disability" to be inclusive of math disability. User directions clarified for selceting “Other.” |
| 5060904 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) 1. Yes  2. No | Item changed to "Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060905 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Autism Spectrum Disorder (ASD); Autistic Disorder/Asperger’s Disorder/Pervasive Developmental Disorder (PDD) 1. Yes  2. No | Item changed to Autism Spectrum Disorder (ASD); Autistic Disorder/Asperger's Disorder/Pervasive Developmental Disorder (PDD)" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060906 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Speech or language disorder 1. Yes  2. No | Item changed to "Speech or language disorder" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060907 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Intellectual disability (severe cognitive disability) 1. Yes  2. No | Item changed to "Intellectual disability\* (severe cognitive disability)" to be inclusive of this option. User directions clarified for selecting “other.” |
| 5060908 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box . Health impairment (such as seizures, asthma, diabetes) 1. Yes  2. No | Item changed to "Health impairment (such as seizures, asthma, diabetes)" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060909 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Physical disability (such as cerebral palsy, spina bifida, amputee, contractures) 1. Yes  2. No | Item changed to "Physical disability (such as cerebral palsy, spina bifida, amputee, contractures) to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060910 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Sensory impairment (such as hypersensitivity; sensory processing problems; sensory integration problems; sensory deficit, or sensory organization problems) 1. Yes  2. No | Item changed to "Sensory impairment (such as hypersensitivity; sensory processing problems; sensory integration problems; sensory deficit, or sensory organization problems)" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060911 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Emotional disturbance 1. Yes  2. No | Item changed to "Emotional disturbance" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060912 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Conduct disorder or oppositional defiant disorder 1. Yes  2. No | Item changed to "Conduct disorder or oppositional defiant disorder" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060913 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Panic disorder 1. Yes  2. No | Item changed to "Panic disorder" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060914 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Anxiety disorder or phobia 1. Yes  2. No | Item changed to "Anxiety disorder or phobia" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060915 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Obsessive compulsive disorder (OCD) 1. Yes  2. No | Item changed to "Obsessive compulsive disorder (OCD)" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060916 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Eating disorder 1. Yes  2. No | Item changed to "Eating disorder" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060917 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Depression 1. Yes  2. No | Item changed to "Depression" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060918 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Bipolar disorder 1. Yes  2. No | Item changed to "Bipolar disorder" to be inclusive of this option. User directons clarified for selecting “Other.” |
| 5060919 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Tourette's syndrome 1. Yes  2. No | Item changed to "Tourette's syndrome" to be inclusive of this option. User directions clarified for selecting “Other.” |
| 5060920 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Traumatic brain injury 1. Yes  2. No | Item changed to "Traumatic brain injury" to be inclusive of this option. User directions clarified for selecting “other.” |
| 5060921 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disord | Modified from IVFT | What was the diagnosis? If you don’t see [CFNAME]’s diagnosis in the list below, please select “Other” and type it in the “Please Specify” box. Diagnosis not yet determined 1. Yes  2. No | Item changed to "Diagnosis not yet determined." User directions clarified for selecting “Other.” |
| 5060922 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ125) | What was the diagnosis or were the diagnoses? 1LEARNING 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  DON'T KNOW | Disability status | Modified from source | 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 articulation problems; communication problems; phonological problems; voice disorders; or stuttering)  Sensory deficit disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)  Other | 1-3 Revise and Add. Break out reading and math learning disabilities as their own response categories. This will allow for differentiation between reading and math disabilities among students with learning disabilities  4 Combined Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) into one response category.  Deleted “Developmental Delay” as this is a diagnosis used only from birth to age 8.  5 Revised wording to improve accuracy and clarity and to reflect the most recent information in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | Modified from IVFT | What was the diagnosis? If you don’t see your child’s diagnosis in the list below, please type it in the “Other, Please Specify” box. Other 1. Yes  2. No | Item changed to "Other." User directions clarififed for selecting. |
| 5061301 | New Item |  | Disability status | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce repetition and burden. |
| 5061302 | New Item |  | Disability status | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce repetition and burden. |
| 5061303 | New Item |  | Disability status | 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 |  | Modified from IVFT | How old was {CFNAME} when {he/she} received the diagnosis or diagnoses? Age ; Do not know | Revised so that it simply gets to the point, so for someone who skips or says they do not know, then the question can just ask “How old was {CFNAME} when {he/she} received the {DIAGNOSIS}?” |
| 5061400 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ140) | 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 | Support for students with disabilities | Unchanged from source | 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 |  | Modified from IVFT | Is {CFNAME} now taking any prescription medicine for the condition related to any of {his/her} diagnosis? 1. Yes  2. No | Modified to only ask this item once to reduce burden. |
| 5061401 | New Item |  | Support for students with disabilities |  |  |  | New for OFT | Is {CFNAME} now taking prescription medication for ADD or ADHD? 1. Yes  2. No | Added to ask specifically about medications for ADD or ADHD. |
| 5061500 | ECLS-K:2011 (Parent, 2nd Grade, Spring, CHQ155) | 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 | Support for students with disabilities | Unchanged from source | 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 |  | Unchanged from IVFT | 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 |  |
| 5061600 | New Item |  | Support for students with disabilities | 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 |  | Unchanged from IVFT | 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 |  |
| 5061700 | NLTS 2012 (Parent Baseline Questionnaire; D3) | Did [YOUTH] ever receive special education services or have an IEP (Individualized Education Program)? 1. Yes  2. No | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Has {CFNAME} ever had an Individualized Education Program (IEP)? 1. Yes  2. No  3. Don't know |  |
| 5061800 | NLTS 2012 (Parent Baseline Questionnaire; D5) | 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 | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Does {CFNAME} still have an IEP? 1. Yes  2. No  3. Don't know |  |
| 5061901 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special education services. 1. Yes  2. No  3. Don't know |  |
| 5061902 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? {CFNAME} met IEP goals. 1. Yes  2. No  3. Don't know |  |
| 5061903 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? {CFNAME} was declassified, school says {he/she} no longer needs services. 1. Yes  2. No  3. Don't know |  |
| 5061904 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? {CFNAME} is no longer eligible, doesn’t qualify. 1. Yes  2. No  3. Don't know |  |
| 5061905 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? School doesn't have the programs {CFNAME} needs. 1. Yes  2. No  3. Don't know |  |
| 5061906 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? I don't want {CFNAME} in special education. 1. Yes  2. No  3. Don't know |  |
| 5061907 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? {CFNAME} did not want to be in special education. 1. Yes  2. No  3. Don't know |  |
| 5061908 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? {CFNAME} now has a 504 Plan. 1. Yes  2. No  3. Don't know |  |
| 5061909 | NLTS 2012 (Parent Baseline Questionnaire; D5b) | Why is [he/she] no longer receiving special education services? 1 No longer needs special services  2 Met IEP goals  3 Youth was declassified, school says no longer needs services  4 No longer eligible, doesn’t qualify  5 School doesn’t have the programs [YOUTH] needs  6 Parent doesn’t want youth in special education  7 Youth did not want to be in special education  8 Youth now has a 504 Plan  9 Youth was never was in special education  10 Youth home schooled by parent  11 Youth no longer in school  12 Other (SPECIFY) | Support for students with disabilities | Modified from source | Why does {he/she} no longer have an IEP? {CFNAME} no longer needs special services  {CFNAME} met IEP goals  {CFNAME} was declassified, school says {he/she} no longer needs services  {CFNAME} no longer eligible, doesn’t qualify  School doesn’t have the programs {CFNAME} needs  I don't want {CFNAME} in special education  {CFNAME} did not want to be in special education  {CFNAME} now has a 504 Plan  Other | 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). | Unchanged from IVFT | Why does {he/she} no longer have an IEP? Other. 1. Yes  2. No  3. Don't know |  |
| 5062000 | NLTS 2012 (Parent Baseline Questionnaire; E1b) | In the last 12 months, has there been an IEP meeting about {CFNAME}'s special education program or services? 1. Yes  2. No  3. Don't know | Support for students with disabilities | Unchanged from source | In the last 12 months, has there been an IEP meeting about {CFNAME}'s special education program or services? 1. Yes  2. No  3. Don't know |  | Unchanged from IVFT | In the last 12 months, has there been an IEP meeting about {CFNAME}'s special education program or services? 1. Yes  2. No  3. Don't know |  |
| 5062100 | NLTS 2012 (Parent Baseline Questionnaire; E1) | 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 | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Did you or another adult in the household go to the meeting? 1. Yes  2. No  3. Don't know |  |
| 5062200 | NLTS 2012 (Parent Baseline Questionnaire; E1a) | 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? | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Did {CFNAME} go to the meeting? 1. Yes  2. No  3. Don't know |  |
| 5062301 | NLTS 2012 (Parent Baseline Questionnaire; E4) | 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 | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Who came up with the goals on {CFNAME}'s IEP? School staff 1. Yes  2. No  3. Don't know |  |
| 5062302 | NLTS 2012 (Parent Baseline Questionnaire; E4) | 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 | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Who came up with the goals on {CFNAME}'s IEP? Me or other parent/family member 1. Yes  2. No  3. Don't know |  |
| 5062303 | NLTS 2012 (Parent Baseline Questionnaire; E4) | 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 | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Who came up with the goals on {CFNAME}'s IEP? {CFNAME} 1. Yes  2. No  3. Don't know |  |
| 5062304 | NLTS 2012 (Parent Baseline Questionnaire; E4) | 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 | Support for students with disabilities | Modified from source | 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. | Unchanged from IVFT | Who came up with the goals on {CFNAME}'s IEP? Another person 1. Yes  2. No  3. Don't know |  |
| 5062305 | NLTS 2012 (Parent Baseline Questionnaire; E4) | 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 | Support for students with disabilities |  |  |  | Modified from IFVT | Who came up with the goals on {CFNAME}'s IEP? Don't Know 1. Yes  2. No  3. Don't know | Added "Don't know" to be inclusive of this option. |
| 5062400 | New Item |  | Support for students with disabilities | New Item | Of the people who came up with the IEP goals, who came up with the most goals? 1. School staff  2. Me or another parent/family member  3. {CFNAME}  4. Another person (specify) |  | Modified from IFVT | Of the people who came up with the IEP goals, who came up with the most goals? 1. School staff  2. Me or another parent/family member  3. {CFNAME}  4. Another person (specify)  5. Not applicable, everyone came up with the same number of goals  6. Don't Know | Added "Don't know" to be inclusive of this option. |
| 5062500 | NLTS 2012 (Parent Baseline Questionnaire; E5) | Which of the following best describes [YOUTH’S] role in [his/her] [IEP and transition planning/IEP planning]? 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 | Support for students with disabilities | Modified from source | 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? 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. | Modifed from IVFT | 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?  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  5. Don't Know | Added "Don't know" to be inclusive of this option. |
| 5062600 | ECLS-K:2011 (Parent, K; CHQ430) | Overall, how satisfied are you with the special services or special education program this school year? 1. Completely satisfied  2. Very satisfied  3. Fairly satisfied  4. Somewhat dissatisfied  5. Very dissatisfied | Support for students with disabilities | Modified from source | Overall, how satisfied are you with the progress {CFNAME} has made towards {his/her} IEP goals this year? Are you… 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. | Unchanged from IVFT | Overall, how satisfied are you with the progress {CFNAME} has made towards {his/her} IEP goals this year? Are you… 1. Completely satisfied  2. Very satisfied  3. Fairly satisfied  4. Somewhat dissatisfied  5. Very dissatisfied |  |
| 5062700 | New Item |  | Support for students with disabilities | New Item | Have you had any discussions with {CFNAME}'s IEP team about {his/her} transition to high school?  1. Yes  2. No |  | Dropped for OFT |  | Since the OFT is just sixth grade and some students will have just made the transition to middle school, this question is removed because it is not applicable. |
| 5062800 | New Item |  | Support for students with disabilities |  |  |  | New for OFT | During the past 12 months, has {CFNAME} received any services to help {him/her} with academics, social and emotional skills, or behavior that are paid for by you or someone other than the school?  1. Yes  2. No  3. Don't know | Added this question to streamline this section and reduce burden. |
| 5062801 | New Item |  | Support for students with disabilities | 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 |  | Unchanged from IVFT | 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 |  |
| 5062802 | New Item |  | Support for students with disabilities | 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 |  | Unchanged from IVFT | 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 |  |
| 5062803 | New Item |  | Support for students with disabilities | 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 |  | Unchanged from IVFT | 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 |  |
| 5062804 | New Item |  | Support for students with disabilities | 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 |  | Unchanged from IVFT | 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 |  |
| 5062805 | New Item |  | Support for students with disabilities | 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 |  | Unchanged from IVFT | 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 |  |
| 5062901 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | 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    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 | Support for students with disabilities | Modified from source | 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  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 5062902 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Supplemental instruction or tutoring in academic subjects before or after school    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?  Supplemental instruction or tutoring in academic subjects before or after school  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 5062903 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Supplemental instruction or tutoring in academic subjects on weekends    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?  Supplemental instruction or tutoring in academic subjects on weekends  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 5062904 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Help connecting students to outside academic transition services, supports, or activities (e.g., tutoring, mentoring)    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?  Help connecting students to outside academic transition services, supports, or activities (e.g., tutoring, mentoring)  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 5062905 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Tutor    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?  Tutor  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 5062906 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | 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)  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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for {his/her} academic performance?  Braille instruction or other related services for visually impaired (e.g., Nemeth code, abacus)  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 5062911 | NLTS 2012  (Parent Baseline Questionnaire; D32) and NLTS  2012 (Parent Baseline Questionnaire, D31) | 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  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 | Support for students with disabilities | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5062912 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5062913 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5062914 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5062915 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5062916 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063001 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063002 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063003 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063004 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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)  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063005 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | Overall, how helpful are/were each of the following services for academic performance {CFNAME} and your family have received from the school?  Tutor  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063006 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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)  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063101 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Help developing capability to dress, clean, care for self    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?  Help developing capability to dress, clean, care for self  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063102 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Help connecting students to community skill- and behavior-related services, supports, or activities (e.g., assistive technology, networking)    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?  Help connecting students to community skill- and behavior-related services, supports, or activities (e.g., assistive technology, networking)  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063103 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Speech or language therapy, or communication services    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?  Speech or language therapy, or communication services  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063104 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Psychological or mental health services or counseling    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?  Psychological or mental health services or counseling  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063105 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | 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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?  Physical or occupational therapy  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063106 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Orientation and mobility services (to help individuals navigate their environment)    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive skills and behaviors?  Orientation and mobility services (to help individuals navigate their environment)  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063111 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063112 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063113 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063114 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063115 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063116 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063201 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063202 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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)  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063203 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063204 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063205 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063206 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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)  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063301 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Reader or interpreter, including sign language    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive life functioning?  Reader or interpreter, including sign language  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063302 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Audiology services for hearing problems    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive life functioning?  Audiology services for hearing problems  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063303 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Special transportation because of disability    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any of the following services for positive life functioning?  Special transportation because of disability  1. Yes  2. No - Service was needed, but not available  3. No - Service was not needed  4. Don't know | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063313 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063312 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063314 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063401 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063402 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063403 | ECLS-K (Parent, K; CHQ.400) | 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 | Support for students with disabilities | Modified from source | 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  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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063501 | NLTS 2012 (Parent Baseline Questionnaire; D32) and NLTS 2012 (Parent Baseline Questionnaire, D31) | D31 During the past 12 months, has [YOUTH] received any of the following accommodations or services through school?    Other accommodations or services (specify)    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 | Support for students with disabilities | Modified from source | During the past 12 months, has {CFNAME} received any other services? If so, please specify what those services were.  1. Yes (Please specify)  2. No  3. Don't know | 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". | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063502 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063503 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063504 | New Item |  | Support for students with disabilities | 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 |  | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5063600 | ECLS-K (Parent, K; CHQ.400) | Overall, how helpful {are/were} the special services your child or family {is receiving/received}? 1. Very helpful1. Very helpful  2. Helpful  3. Not helpful  4. Not at all helpful | Support for students with disabilities | Modified from source | 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. | Dropped for OFT |  | Dropped for OFT to reduce burden. |
| 5070200 | ECLS-K:2011 (Parent, K; EMQ.030) | {Were you/Was {NAME}} on leave or vacation from a job? 1. Yes  2. No | Parent education and occupation | Modified from source | 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. | Modified from IVFT | During the past week, were you/was [HH#FNAME] [HH#LNAME] on leave or vacation from a job? 1. Yes  2. No | Item changed to "During the past week, were you/was [HH#FNAME][HH#LNAME] on leave or vacation from a job?" to help recall. |
| 5070300 | ECLS-K:2011 (Parent, K; EMQ.060) | {Have you/Has {NAME}} been actively looking for work in the past 4 weeks? 1. Yes  2. No | Parent education and occupation | Modified from source | Has [HH#FNAME] [HH#LNAME] 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. | Modified from IVFT | Have you/Has [HH#FNAME] [HH#LNAME] been actively looking for work in the past 4 weeks? 1. Yes  2. No | Text fill changed in order to ask about both the respondent and another household member. |
| 5070401 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  1. Checked with public employment agency | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  1. Checked with public employment agency | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070402 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  2. Checked with private employment agency | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  2. Checked with private employment agency | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070403 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  3. Checked with employer directly/sent resume | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  3. Checked with employer directly/sent resume | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070404 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  4. Checked with friends or relatives | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  4. Checked with friends or relatives | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070405 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  5. Placed or answered ads/sent resume/applications | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  5. Placed or answered ads/sent resume/applications | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070406 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  6. Contacted school/university employment center | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  6. Contacted school/university employment center | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070407 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  7.Checked a union register or professional register | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  7.Checked a union register or professional register | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070408 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  8. Attended job training | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  8. Attended a job training | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070409 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  9. Read want-ads/internet search | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  9. Read want-ads/internet search | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070410 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  10.Something else (specify) | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  10.Something else (specify) | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070411 | ECLS-K:2011 (Parent, K; EMQ.070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  11. Don't know | Parent education and occupation |  |  |  | New for OFT | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?  11. Don't know | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070400 | New Item |  | Parent education and occupation | New Item | Has [HH#FNAME] [HH#LNAME] worked at a job for pay in the last 5 years? 1. Yes  2. No |  | Unchanged from IVFT | Has [HH#FNAME] [HH#LNAME] worked at a job for pay in the last 5 years? 1. Yes  2. No |  |
| 5070500 | ECLS-K:2011 (Parent, K; EMQ.080) |  | Parent education and occupation | Modified from source | 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. | Unchanged from IVFT | 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 5. Something else? |  |
| 5070510 | ECLS-K:2011 (Parent, K; EMQ.100) | Could [{you/NAME}] have taken a job last week if one had been offered? 1. Yes 2. No | Parent education and occupation |  |  |  | New for OFT | Could {you/[HH#FNAME] [HH#LNAME]} have taken a job last week if one had been offered? 1. Yes 2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. |
| 5070600 | ECLS-K:2011 (Parent, K; EMQ.080S) | Please enter what {you were/{NAME} was} doing most of last week. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter description | Parent education and occupation | Modified from source | 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. | Unchanged from IVFT | Please enter what [HH#FNAME] [HH#LNAME] was doing most of last week. |  |
| 5070700 | ECLS-K:2011 (Parent, K; EMQ.040) | How many jobs {do you/does {NAME}} have now? |\_\_\_|\_\_\_| Enter number of jobs | Parent education and occupation | Modified from source | 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. | Modified from IVFT | How many jobs [do you/does [HH#FNAME] [HH#LNAME]] have now?  |\_\_\_|\_\_\_| Number of jobs | Text fill changed in order to ask about both the respondent and another household member. |
| 5070800 | ECLS-K:2011 (Parent, K; EMQ.050) | 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 | Parent education and occupation | Modified from source | 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. | Unchanged from IVFT | About how many total hours per week does [HH#FNAME] [HH#LNAME] usually work for pay?  |\_\_\_|\_\_\_| Enter number of weekly hours |  |
| 5070901 | ECLS-K:2011 (Parent, K; EMQ.120) | For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}? \_\_\_\_\_\_\_\_\_ Enter employer name | Parent education and occupation | Modified from source | 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. | Dropped for OFT |  | Dropped for OFT; information will be captured by RTI's ONET coder |
| 5070902 | ECLS-K:2011 (Parent, K; EMQ.120) | For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}? \_\_\_\_\_\_\_\_\_ Enter employer name | Parent education and occupation | Modified from source | 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 n | Dropped for OFT |  | Dropped for OFT; information will be captured by RTI's ONET coder |
| 5071001 | ECLS-K:2011 (Parent, K; EMQ.130) | 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 | Parent education and occupation | Modified from source | What kind of business or industry is 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 present tense only to ask about job if currently working. | Dropped for OFT |  | Dropped for OFT; information will be captured by RTI's ONET coder |
| 5071002 | ECLS-K:2011 (Parent, K; EMQ.130) | 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 | Parent education and occupation | Modified from source | What kind of business or industry is 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 present tense only to ask about job if currently working. | Dropped for OFT |  | Dropped for OFT; information will be captured by RTI's ONET coder |
| 5071101 | ECLS-K:2011 (Parent, K; EMQ.140) | What kind of work {are/is/were/was} {you/{NAME}} doing? \_\_\_\_\_\_\_\_\_\_\_Enter job title | Parent education and occupation | Modified from source | 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. | Modified from IVFT | What is/was the title of [HH#FNAME] [HH#LNAME]’s job?  \_\_\_\_\_\_\_\_\_\_\_Enter job title | Question text revised to capture job title, which will be used to help determine industry and occupation for the parent. |
| 5071111 | ECLS-K:2011 (Parent, K; EMQ.140) | What kind of work {are/is/were/was} {you/{NAME}} doing? \_\_\_\_\_\_\_\_\_\_\_Enter job title | Parent education and occupation | Modified from source | 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. | Modified from IVFT | What did/does [HH#FNAME] [HH#LNAME] do in that job?  \_\_\_\_\_\_\_\_\_\_\_Enter job duties | Question text revised to capture job activities, which will be used to help determine industry and occupation for the parent. |
| 5071201 | ECLS-K:2011  (Parent, K; EMQ.150) | What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job? \_\_\_\_\_\_\_\_\_\_ Enter job duties | Parent education and occupation | Modified from source | 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. | Dropped for OFT |  | Dropped for OFT; information will be captured by RTI's ONET coder |
| 5071202 | ECLS-K:2011 (Parent, K; EMQ.150) | What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job? \_\_\_\_\_\_\_\_\_\_ Enter job duties | Parent education and occupation | Modified from source | 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. | Dropped for OFT |  | Dropped for OFT; information will be captured by RTI's ONET coder |
| 5071203 | ECLS-K:2011 (Parent, K; EMQ.210) | Since last spring/Since the spring of 2014/Since {CHILD} was born}, {have you/has {NAME}} served on active  duty in the U.S. Armed Forces, military Reserves, or National Guard?  Active duty does not include training for the Reserves or National Guard, but does include activation, for  example, for the war in Afghanistan. 1. Yes 2. No | Parent education and occupation |  |  |  | New for OFT | Since {CFNAME} was born}, {have you/has {[HH#FNAME] [HH#LNAME} served on active  duty in the U.S. Armed Forces, military Reserves, or National Guard?  Active duty does not include training for the Reserves or National Guard, but does include activation, for  example, for the war in Afghanistan.  1. Yes 2. No | This item helps to capture more accurate occupation information, and specifically focuses on capturing information regarding military employment. |
| 5071204 | ECLS-K:2011 (Parent, K; EMQ.215) | Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?  HELP TEXT: Active duty does not include training for the Reserves or National Guard, but DOES include  activation, for example, for the war in Afghanistan. | Parent education and occupation |  |  |  | New for OFT | Are you/Is {[HH#FNAME] [HH#LNAME} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?  1. Yes  2. No  Active duty does not include training for the Reserves or National Guard, but DOES include  activation, for example, for the war in Afghanistan. | This item helps to capture more accurate occupation information, and specifically focuses on capturing information regarding military employment. |
| 5071300 | ECLS-K (Parent, 8; PAQ. 100) | 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? | Family income and assets | Modified from source | 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 t0 $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  34 $275,001 to $300,000  35 $300,001 to $325,000  36 $325,001 to $350,000  37 $350,001 to $375,000  38 $375,001 to $400,000  39 $400,001 to $425,000  40 $425,001 to $450,000  41 $450,001 to $475,000  42 $475,001 to $500,000  43 $500,001 or more | Response options were expanded for more specificity while reducing respondent burden to enter specific income as in other approaches. | Unchanged from IVFT | 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 t0 $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  34 $275,001 to $300,000  35 $300,001 to $325,000  36 $325,001 to $350,000  37 $350,001 to $375,000  38 $375,001 to $400,000  39 $400,001 to $425,000  40 $425,001 to $450,000  41 $450,001 to $475,000  42 $475,001 to $500,000  43 $500,001 or more |  |
| 5071401 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Started a savings account 1. Yes  2. No |  |
| 5071402 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Bought an insurance policy 1. Yes  2. No |  |
| 5071403 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Bought U.S. savings bonds 1. Yes  2. No |  |
| 5071404 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Made investments in stocks or real estate 1. Yes  2. No |  |
| 5071405 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Set up a college investment fund (such as a mutual fund) 1. Yes  2. No |  |
| 5071406 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Started working another job and/or more hours 1. Yes  2. No |  |
| 5071407 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Established another form of savings 1. Yes  2. No |  |
| 5071408 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Dropped for OFT |  | Dropped due to concern about asking this question in past tense when student is in grade six. |
| 5071409 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Dropped for OFT |  | Dropped due to concern about asking this question in past tense when student is in grade six. |
| 5071410 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Dropped for OFT |  | Dropped due to concern about asking this question in past tense when student is in grade six. |
| 5071411 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Planned to re-mortgage your property or take out a home equity loan 1. Yes  2. No |  |
| 5071412 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Had your child put aside earnings 1. Yes  2. No |  |
| 5071413 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Participated in a state-sponsored college savings program (such as a 529 plan) 1. Yes  2. No |  |
| 5071414 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Other 1. Yes  2. No |  |
| 5071415 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Have not started planning yet 1. Yes  2. No |  |
| 5071416 | ELS:2002 (Parent, baseline, 83) | Which of the following have you or your spouse/partner done to financially prepare for your tenth grader's education after high school? 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 | Family income and assets | Modified from source | hich of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? 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)  15. Have not started planning yet | Question revised to ask about all household members. | Unchanged from IVFT | Which of the following have you or members of your household done to financially prepare for {CFNAME}'s education after high school? Do not expect child to receive any education after high school 1. Yes  2. No |  |
| 5071500 | HSLS:09 (Parent, Baseline, Sect. F, Q 21) | 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 | Family income and assets | Unchanged from source | 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 |  | Unchanged from IVFT | About how much money has been set aside for {CFNAME}'s 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 |  |
| 5080100 | ECLS-K (Parent, Grade K; CMQ.030) | How long has {CHILD} lived in {his/her} current residence? |\_\_\_|\_\_\_| AND |\_\_\_|\_\_\_|  ENTER YEARS ENTER MONTHS  or  REFUSED  DON’T KNOW | Mobility | Modified from source | 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. | Modified from IVFT | How long has {CFNAME} lived in {his/her} current residence? Select number of years [RESPONSE: <1 year->15 years, Don’t know] | Responses modified to be radio buttons; “Don’t know” option added. |
| 5080200 | ECLS-K (Parent, Grade K; CMQ.010) | Since {CHILD} was born, how many different places has {he/she} lived for four months or more? |\_\_\_|\_\_\_| Enter number of places | Mobility | Modified from source | 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. | Modified from IVFT | Since {CFNAME} started kindergarten, how many different places has {CFNAME} lived for four months or more? Select number of places [DROP DOWN R: 0 through 10 or more; Don’t know] | Modified text to be consistent with introductory text "The next questions ask about how often {CFNAME} has moved since {CFNAME} started kindergarten". Revised to add dropdown menu to allow the respondent to continue to interact by clicking rather than having to type. |
| 5080301 | HSLS:09 (Parent, Baseline; Sect. D) | 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 m | Mobility | Modified from source | 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. | Modified from IVFT | How many times has {CFNAME} changed schools since {he/she} started kindergarten as a result of grade promotion? [DROP DOWN R: 0 through 10 or more; Don’t know] | Modified text to be consistent with introductory text "The next questions ask about how often {CFNAME} has moved since {CFNAME} started kindergarten". Revised to add dropdown menu to allow the respondent to continue to interact by clicking rather than having to type. |
| 5080302 | HSLS:09 (Parent, Baseline; Sect. D) | 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 m | Mobility | Modified from source | 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. | Modified from IVFT | How many times has {CFNAME} changed schools since {he/she} entered kindergarten for a reason other than grade promotion? [DROP DOWN R: 0 through 10 or more; Don’t know] | Modified text to be consistent with introductory text "The next questions ask about how often {CFNAME} has moved since {CFNAME} started kindergarten". Revised to add dropdown menu to allow the respondent to continue to interact by clicking rather than having to type. |
| 5080400 | New Item |  | Mobility | New Item | Is {CFNAME} attending a different school this year than the one {he/she} had attended last school year? 1. Yes  2. No |  | Unchanged from IVFT | Is {CFNAME} attending a different school this year than the one {he/she} attended last school year? 1. Yes  2. No |  |
| 5010056 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | Will {CFNAME} be attending [SCHNAME] next year?  1. Yes  2. No | Added to assist with locating students in future rounds |
| 5010057 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | What is the name of the school you expect {CFNAME} to be attending next year?  School name | Added to assist with locating students in future rounds |
| 5010058 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | What is the name of the school you expect {CFNAME} to be attending next year?  School street address1 | Added to assist with locating students in future rounds |
| 5010059 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | What is the name of the school you expect {CFNAME} to be attending next year?  School street address2 | Added to assist with locating students in future rounds |
| 5010060 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | What is the name of the school you expect {CFNAME} to be attending next year?  School City | Added to assist with locating students in future rounds |
| 5010061 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | What is the name of the school you expect {CFNAME} to be attending next year?  School State | Added to assist with locating students in future rounds |
| 5010062 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | What is the name of the school you expect {CFNAME} to be attending next year?  School Zip code | Added to assist with locating students in future rounds |
| 5010063 | New Item | HSLS:09 First Follow-up Parent Survey (Section F: Locating Information) | Tracking |  |  |  | New for OFT | What is the name of the school you expect {CFNAME} to be attending next year?  Don't know | Added to assist with locating students in future rounds |
| 5090101 | HSLS:09 (Student, Baseline; Sect. E) | 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 | Conversations with their child about math coursework, jobs or careers, and going to college | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 5090102 | HSLS:09 (Parent, First Follow Up 2012, Section B, Q14a) | 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 | Conversations with their child about math coursework, jobs or careers, and going to college | Modified from source | 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 complement item I01a, which asks about math courses specifically. Response options revised to aid in recall and for consistency with related items. | Unchanged from IVFT | 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 |  |
| 5090103 | HSLS:09 (Parent, First Follow Up 2012, Section B, Q14b) | 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 | Conversations with their child about math coursework, jobs or careers, and going to college | Modified from source | 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 recal and for consistency with related items. | Unchanged from IVFT | 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 |  |
| 5090104 | HSLS:09 (Parent, First Follow Up 2012, Section B, Q14c) | 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 | Conversations with their child about math coursework, jobs or careers, and going to college | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 5090105 | HSLS:09 (Parent, First Follow Up 2012, Section B, Q14d) | 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 | Conversations with their child about math coursework, jobs or careers, and going to college | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 5090200 | ECLS-K (Parent, Grade 8; PIQ.070) | 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 | Academic expectations | Unchanged from source | 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 |  | Unchanged from IVFT | 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 |  |
| 5010050 | New Item |  |  |  | We would like to send you a check for your participation. Please provide the address where you would like us to send the check. 1. Name | Collect address to mail incentive check. | Modified from IVFT | You’re finished! Last thing we need to know is where you want us to send the ${10-50} check for completing the survey. If the address below is right, press Next. If this address below is not right, please fix it, and then press Next.  1 Name: [ ] (STRING 255) | Modified for clarity and reduce burden by providing preloaded address |
| 5010051 | New Item |  |  |  | We would like to send you a check for your participation. Please provide the address where you would like us to send the check. 2. Street address1 | Collect address to mail incentive check. | Modified from IVFT | You’re finished! Last thing we need to know is where you want us to send the ${10-50} check for completing the survey. If the address below is right, press Next. If this address below is not right, please fix it, and then press Next.  2 Street address1: [ ] (STRING 255) | Modified for clarity and reduce burden by providing preloaded address |
| 5010052 | New Item |  |  |  | We would like to send you a check for your participation. Please provide the address where you would like us to send the check. 3. Street address2 | Collect address to mail incentive check. | Modified from IVFT | You’re finished! Last thing we need to know is where you want us to send the ${10-50} check for completing the survey. If the address below is right, press Next. If this address below is not right, please fix it, and then press Next.  3 Street address2: [ ] (STRING 255) | Modified for clarity and reduce burden by providing preloaded address |
| 5010053 | New Item |  |  |  | We would like to send you a check for your participation. Please provide the address where you would like us to send the check. 4. City | Collect address to mail incentive check. | Modified from IVFT | You’re finished! Last thing we need to know is where you want us to send the ${10-50} check for completing the survey. If the address below is right, press Next. If this address below is not right, please fix it, and then press Next.  4 City: [ ] (STRING 255) | Modified for clarity and reduce burden by providing preloaded address |
| 5010054 | New Item |  |  |  | We would like to send you a check for your participation. Please provide the address where you would like us to send the check. 5. State | Collect address to mail incentive check. | Modified from IVFT | You’re finished! Last thing we need to know is where you want us to send the ${10-50} check for completing the survey. If the address below is right, press Next. If this address below is not right, please fix it, and then press Next.  5 State [ ] (STRING 255) | Modified for clarity and reduce burden by providing preloaded address |
| 5010055 | New Item |  |  |  | We would like to send you a check for your participation. Please provide the address where you would like us to send the check. 6. Zip | Collect address to mail incentive check. | Modified from IVFT | You’re finished! Last thing we need to know is where you want us to send the ${10-50} check for completing the survey. If the address below is right, press Next. If this address below is not right, please fix it, and then press Next.  6 Zip code [ ] (STRING 255) | Modified for clarity and reduce burden by providing preloaded address |

# Math Teacher Survey Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording with Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording with Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | Removed |  | Upon login, teachers will be asked: “Are you [Y\_TEACHER\_NAME] and do you teach math at [Y\_SCHOOL\_NAME]. The teachers are identified by the school as being the teachers of the sampled student, and can change the math class or class period for a student if there is an error. |
|  |  |  |  |  |  |  | Removed | d | Teachers have the opportunity to correct any changes to their preloaded name on the incentive screen. |
| SC01 | New item |  | Screener | New item | Are you currently the math teacher for [STUDENT NAME]? |  | Modified from IVFT | Do/did you teach math to [FILL PRELOADED STUDENT NAME] during this school year (2016-2017)? 1. Yes, and I am the current math teacher for [FILL PRELOADED STUDENT NAME] 2. Yes, although I am not the currentmath teacher for [FILL PRELOADED STUDENT NAME] 3. No | Question modified to include date and screen for appropriate respondents; item response wording modified to clarify that the teacher is not the current math teacher |
| SC01a | New item |  | Screener |  |  |  | New for OFT | In what month and year did you last teach math to [FILL PRELOADED STUDENT NAME]? Month. Year. | Question added to screen for appropriate respondents |
| SC01b | New item |  | Screener |  |  |  | New for OFT | Do/did you teach [FILL PRELOADED STUDENT NAME] in [FILL PRELOADED CLASS/PERIOD]? 1. Yes 2. No | Question added to screen for appropriate respondents |
| SC01c | New item |  | Screener |  |  |  | New for OFT | In which of the following classes do/did you teach [FILL PRELOADED STUDENT NAME]? Response options filled with preloaded class/periods. | Question added to screen for appropriate respondents |
| SC02 | New item |  | Screener | New item | You indicated that [STUDENT NAME] is not currently in your math class. What is the main reason you are not [STUDENT NAME]'s math teacher? 1. [STUDENT NAME] moved to another class in the same school 2. [STUDENT NAME] moved to another school in the same district 3. [STUDENT NAME] left the district 4. [STUDENT NAME] was never in my class/I don't know [STUDENT NAME] |  | Modified from IVFT | Did anyone else at your school teache math to [FILL PRELOADED STUDENT NAME] during this school year (2016-2017)? 1. Yes 2. No | Question reduced because we do not need to know info on ineligible students (if student left school) |
| SC03 | New item |  | Screener | New item | You indicated that [STUDENT NAME] is in another class in this school. What is the name of this student's new math teacher? |  | Modified from IVFT | You indicated that [FILL PRELOADED STUDENT NAME] has a different math teacher. What is the name of this student's math teacher? | Question modified to align with SC02 |
| SC03a | New item |  | Screener | New item | What is the name of the school where [STUDENT NAME] went? |  | Dropped for OFT |  | Question not needed to determine eligibility. |
| SC04 | New item |  | Screener | New item | Please record the last date [STUDENT NAME] was in your class. Month. Day. Year. |  | Dropped for OFT |  | Question not needed to determine eligibility. |
| SC05 | New item |  | Screener |  |  |  | New for OFT. | Thank you for taking the time to answer our questions! Since you are not the math teacher for any MGLS:2017 students, it is not necessary for you to answer any other questions.  Press “Finish” to finish. | Question needed to determine eligibility. |
| PROGRESS\_SUMMARY\_SCREEN |  |  |  |  |  |  |  | Now we have some additional questions about the classes and students you are currently teaching or have taught this school year (2016-2017).  We have some questions for you about the following:   * [STUDENT NAME FILL 1, CLASS NAME 1] * [STUDENT NAME FILL 2, CLASS NAME 2] * [STUDENT NAME FILL 3, CLASS NAME 3] * [STUDENT NAME FILL 4, CLASS NAME 4] | This screen apprises the respondent of the classes and students for whom they will be answering questions. |
| 6010101 | TIMSS (Teacher Grade 8, 2011; 12) | How many students are in this class?  \_\_\_\_ students (write in a number) | Mathematics class size | Modified from source | How many students are in this class?  \_\_\_\_ students (write in a number) | Added “enrolled” to clarify this item is about enrollment and not typical attendance | Unchanged from IVFT | [This section asks specific questions]/[Now we would like to know] about your [CLASS\_NAME, PERIOD] class.  How many students are enrolled in this class?  \_\_\_\_ students (write in a number) | Intro text was missing from this question, so added here. |
| 6010102 | ECLS-K (Math Teacher, Grade 8;14) | 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 | Coursework/academic track | Modified from source | 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  Other | 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. | Unchanged from IVFT | Please provide some information about your [CLASS NAME, PERIOD] 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  Other |  |
| 6010201 | ECLS-K (Teacher, Grade 5; A10f) | How many children in your class…  Are below grade level in their mathematics skills?  WRITE NUMBER IN BOX. IF NON, WRITE “0” | Heterogeneity of student ability within the mathematics class | Modified from source | 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. | Modified from IVFT | What percentage of students in this [CLASS NAME, PERIOD] class…Are below grade level in their mathematics skills? If none, enter “0.” | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6010202 | ECLS-K (Teacher, Grade 5; A10f) | How many students in your class …  Are about on grade level in their mathematics skills?  WRITE NUMBER IN BOX. IF NONE, WRITE "0." | Heterogeneity of student ability within the mathematics class | Modified from source | 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. | Modified from IVFT | What percentage of students in this [CLASS NAME, PERIOD] class…Are about on grade level in their mathematics skills? If none, enter “0.” | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6010203 | ECLS-K (Teacher, Grade 5; A10f) | How many students in your class …  Are above grade level in their mathematics skills?  WRITE NUMBER IN BOX. IF NONE, WRITE "0." | Heterogeneity of student ability within the mathematics class | Modified from source | 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. | Modified from IVFT | What percentage of students in [CLASS NAME, PERIOD] class…Are above grade level in their mathematics skills? If none, enter “0.” | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6010300 | ECLS-K (Teacher, Grade 5; A11) | At this point in the school year how would you rate the behavior of the children in this mathematics 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. | Math classroom climate (e.g., misbehavior) | Modified from source | 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. | Revised “children” to “students” and removed “mathematics” in question text to keep question more generic. | Unchanged from IVFT | At this point in the school year, how would you rate the behavior of the students in this [CLASS NAME, PERIOD 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. | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020100 | New item |  | Curriculum/textbook used | New item | The curriculum used for this class is...  Locally or district-designed State-designed  Nationally-designed  Other |  | Modified from IVFT | This section focuses on the content you cover in this [CLASS\_NAME, PERIOD] class, as well as your teaching practices.  The curriculum used for this [CLASS NAME, PERIOD]class is…Select all that apply. | Revised this item to be "select all that apply" Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020101 | New item |  | Curriculum/textbook used | New item | The curriculum used for this class is...  Locally or district-designed State-designed  Nationally-designed  Other |  | Modified from IVFT | The curriculum used for this [CLASS NAME, PERIOD] class is...  Locally or district-designed | Revised this item to be "select all that apply" Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020102 | New item |  | Curriculum/textbook used | New item | The curriculum used for this class is...  Locally or district-designed State-designed  Nationally-designed  Other |  | Modified from IVFT | The curriculum used for this [CLASS NAME, PERIOD] class is...  State-designed | Revised this item to be "select all that apply" Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020103 | New item |  | Curriculum/textbook used | New item | The curriculum used for this class is...  Locally or district-designed State-designed  Nationally-designed  Other |  | Modified from IVFT | The curriculum used for this [CLASS NAME, PERIOD] class is...  Nationally-designed | Revised this item to be "select all that apply" Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020104 | New item |  | Curriculum/textbook used | New item | The curriculum used for this class is...  Locally or district-designed State-designed  Nationally-designed  Other |  | Modified from IVFT | The curriculum used for this [CLASS NAME, PERIOD] class is...  Other | Revised this item to be " Please specify" Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods.. |
| 6020200 | New item |  | Curriculum/textbook used | 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 |  | Modified from IVFT | What do you use as your primary basis for instruction for this [CLASS NAME, PERIOD] class? If you use more than one source, please select the one you use the most. You will be able to provide information about supplemental sources on another screen.  Textbook (Print)  E-book  District or state educational content repository  Open educational resources  Other | Added an instruction to choose the one used most.  Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
|  | New item |  |  |  |  |  | Added in OFT. | What open educational resources did you use as your primary basis for instruction for this [CLASS NAME, PERIOD]? What open educational resources did you use as your primary basis for instruction for this [CLASS NAME, PERIOD]?  Please specify. | Question added so that respondent can specify the open educational resource if selected in previous question. Program currently does not allow for 2 “other, specify” textboxes to exist on a question that utilizes radio buttons. |
| 6020301 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | Which one of the following textbooks do you use the most in your class?  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 | Curriculum/textbook used | Modified from source | Which one of the following textbooks or e-books do you use in this class as your primary source of instruction?  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 Holt Algebra I; Holt, McDougal  Holt Mathematics Course 1; Holt, Rinehart & Winston  Holt Mathematics Course 2; Holt, Rinehart & Winston  Holt Mathematics Course 3; Holt, Rinehart & Winston  Holt McDougal Mathematics Common Core Course 1; Houghton Mifflin Harcourt  Holt McDougal Mathematics Common Core Course 2; Houghton Mifflin Harcourt  Holt McDougal Mathematics Common Core Course 3; Houghton Mifflin Harcourt  Holt Pre-Algebra; Holt, Littell  Holt Pre‐Algebra; Holt, McDougal  Impact Mathematics Course 1; Glencoe/McGraw-Hill  Impact Mathematics Course 2; Glencoe/McGraw-Hill  Impact Mathematics Course 3; Glencoe/McGraw-Hill  Integrated Mathematics; McDougal Littell / Houghton Mifflin  Math Connects Common Core Edition Course 2  Math Investigations; Pearson/TERC  Math; Harcourt, Brace, Jovanovich  Math; Scott Foresman  Pre-Algebra; Glencoe/McGraw-Hill  Prentice Hall Mathematics Common Core; Pearson  Saxon Math  Trailblazers; Kendall Hunt  Other | 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. | Unchanged from IVFT | Which one of the following textbooks or e-books do you use in his [CLASS NAME, PERIOD]class as your primary source of instruction?  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 Holt Algebra I; Holt, McDougal  Holt Mathematics Course 1; Holt, Rinehart & Winston  Holt Mathematics Course 2; Holt, Rinehart & Winston  Holt Mathematics Course 3; Holt, Rinehart & Winston  Holt McDougal Mathematics Common Core Course 1; Houghton Mifflin Harcourt  Holt McDougal Mathematics Common Core Course 2; Houghton Mifflin Harcourt  Holt McDougal Mathematics Common Core Course 3; Houghton Mifflin Harcourt  Holt Pre-Algebra; Holt, Littell  Holt Pre‐Algebra; Holt, McDougal  Impact Mathematics Course 1; Glencoe/McGraw-Hill  Impact Mathematics Course 2; Glencoe/McGraw-Hill  Impact Mathematics Course 3; Glencoe/McGraw-Hill  Integrated Mathematics; McDougal Littell / Houghton Mifflin  Math Connects Common Core Edition Course 2  Math Investigations; Pearson/TERC  Math; Harcourt, Brace, Jovanovich  Math; Scott Foresman  Pre-Algebra; Glencoe/McGraw-Hill  Prentice Hall Mathematics Common Core; Pearson  Saxon Math  Trailblazers; Kendall Hunt  Other | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods.. |
| 6020302 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | Publication year: \_ \_ \_ \_ | Curriculum/textbook used | Modified from source | 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. | Unchanged from IVFT | Please indicate the publication year of your primary textbook [FILL TEXTBOOK NAME from B03].  Select year from Dropdown (Range 1990-2017) | Question text modified for clarity. |
| 6020303 | TCG (Grades 7- 8 Teacher, 2012-2013; 3b) | Please specify the grade level(s) of book used.  Grade 5  Grade 6  Grade 7  Grade 8  Grade 9 | Curriculum/textbook used | Modified from source | Please indicate the grade level of [FILL TEXTBOOK NAME from B03].  Grade 5  Grade 6  Grade 7  Grade 8  Grade 9  Not applicable | Question text modified for clarity and to specify book name because series now includes more than one textbook question. | Unchanged from IVFT | Please indicate the grade level of your primary textbook [FILL TEXTBOOK NAME from B03].  Grade 5  Grade 6  Grade 7  Grade 8  Grade 9  Not applicable | Question text modified for clarity. |
| 6020401 | New item |  | Curriculum/textbook used | New item | Which of the following do you use to supplement your primary basis for instruction for this class?  Textbook (Print) |  | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this [CLASS NAME, PERIOD]class?  Textbook (Print) | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020402 | New item |  | Curriculum/textbook used | New item | Which of the following do you use to supplement your primary basis for instruction for this class?  E-book |  | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this [CLASS NAME, PERIOD]class?  E-book | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020403 | New item |  | Curriculum/textbook used | New item | Which of the following do you use to supplement your primary basis for instruction for this class?  District or state educational content repository |  | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this [CLASS NAME, PERIOD]class?  District or state educational content repository | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020404 | New item |  | Curriculum/textbook used | New item | Which of the following do you use to supplement your primary basis for instruction for this class?  Open educational resources |  | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this [CLASS NAME, PERIOD]class?  Open educational resources | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods.. |
| 6020405 | New item |  | Curriculum/textbook used | New item | Which of the following do you use to supplement your primary basis for instruction for this class?  Other  Specify |  | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this [CLASS NAME, PERIOD]class?  Other  Specify | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods.. |
| 6020406 | New item |  | Curriculum/textbook used | New item | Which of the following do you use to supplement your primary basis for instruction for this class?  I do not use additional resources to supplement instruction |  | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this [CLASS NAME, PERIOD]class?  I do not use additional resources to supplement instruction | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods.. |
| 6020501 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | Publication year: \_ \_ \_ \_ | Curriculum/textbook used | Modified from source | 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. | Modified from IVFT | Please indicate the publication year of your supplemental textbook, [SUPPLEMENTARY TEXTBOOK]. | Added "supplemental textbook" for consistency with the primary textbook question. |
| 6020502 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | Please specify the grade level(s) of book used.  Grade 5  Grade 6  Grade 7  Grade 8  Grade 9 | Curriculum/textbook used | Modified from source | Please indicate the grade level of [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. | Modified from IVFT | Please indicate the grade level of your supplemental textbook, [FILL SUPPLEMENTAL TEXTBOOK NAME from B05].  Grade 5  Grade 6  Grade 7  Grade 8  Grade 9  Not applicable | Added "supplemental textbook" for consistency with the primary textbook question. |
| 6020600 | New item |  | Opportunities to learn (length of course) | New item | The next questions ask about how much time is scheduled for this class.  How many weeks per year is the class held? |  | Unchanged from IVFT | The next questions ask about how much time is scheduled for this [CLASS NAME, PERIOD].  How many weeks per year is the [CLASS NAME, PERIOD] class held? | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020700 | New item |  | Opportunities to learn (length of course) | New item | How many days per week is the class typically held?  One day  Two days  Three days  Four days  Five days  Six days |  | Unchanged from IVFT | How many days per week is the [CLASS NAME, PERIOD] class typically held?  One day  Two days  Three days  Four days  Five days  Six days | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020800 | New item |  | Opportunities to learn (length of course) | New item | How many minutes per day is the class typically held? |  | Unchanged from IVFT | How many minutes per day is the [CLASS NAME, PERIOD] class typically held? | Revised this item to include a fill for the class name and period to distinguish classes with the same name in multiple periods. |
| 6020901 | TCG (Grades 7-8 Teacher, 2012-2013; 9, RP1) | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  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.  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).  For each listed content area, indicate the approximate number of lessons you taught the content area during this school year to your class.  To what extent have you or will you teach each of the following topics in your course during the 2012-2013 school year  Indicate the number of class periods taught.  Understand ratio concepts and use ratio reasoning to solve problems.  1. None  2. One or less  3. 2 – 5  4. 6 – 10  5. 11 – 15  6. > 15 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Modified from source | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  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).  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.  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 ratio concepts and use ratio reasoning to solve problems  None  One or less  2 to 5  6 to 10  11 to 15  More than 15 | Introduction text for the B09 item series was updated to reflect grades 6-8 and mixed mode approach (web and paper administration).  Also question text modified to report on instruction when the content area is or will be the primary focus of the class. | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach the following topics in this course during this school year?  Indicate the number of class periods.  Understand ratio concepts and use ratio reasoning to solve problems  1. None  2. One or less than one full class  3. 2 to 5  4. 6 to 10  5. 11 to 15  6. More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020902 | TCG (Grades 7-8 Teacher, 2012-2013; 9, RP2) | 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 proportional relationships and use them to solve real-world and mathematical problems. None  One or less  2 to 5  6 to 10  11 to 15  More than 15 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 proportional relationships and use them to solve real-world and mathematical problems. None  One or less  2 to 5  6 to 10  11 to 15  More than 15 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach the following topics in this course during this school year?  Indicate the number of class periods.  Analyze proportional relationships and use them to solve real-world and mathematical problems. None  One or less than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020903 | TCG (Grades 7-8 Teacher, 2012-2013; 9, NS1) | 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 multiplication and division to divide fractions by fractions.  None  One or less  2 to 5  6 to 10  11 to 15  More than 15 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 multiplication and division to divide fractions by fractions.  None  One or less  2 to 5  6 to 10  11 to 15  More than 15 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach the following topics in this course during this school year?  Indicate the number of class periods.  Apply and extend previous understandings of multiplication and division to divide fractions by fractions.  None  One or less than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020904 | TCG (Grades 7-8 Teacher, 2012-2013; 9, NS2) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020905 | TCG (Grades 7-8 Teacher, 2012-2013; 9, NS3) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020906 | TCG (Grades 7-8 Teacher, 2012-2013; 9, NS4) | 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 operations with fractions to add, subtract, multiply, and divide rational numbers.  None  One or less  2 to 5  6 to 10  11 to 15  More than 15 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 operations with fractions to add, subtract, multiply, and divide rational numbers.  None  One or less  2 to 5  6 to 10  11 to 15  More than 15 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach the following topics in this course during this school year?  Indicate the number of class periods.  Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.  None  One or less than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020907 | TCG (Grades 7-8 Teacher, 2012-2013; 9, NS5) | 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.  Know that there are numbers that are not rational and approximate them by rational numbers.  None  One or less  2 to 5  6 to 10  11 to 15  More than 15 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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.  Know that there are numbers that are not rational and approximate them by rational numbers.  None  One or less  2 to 5  6 to 10  11 to 15  More than 15 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach the following topics in this course during this school year?  Indicate the number of class periods.  Know that there are numbers that are not rational and approximate them by rational numbers.  None  One or less than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020908 | TCG (Grades 7-8 Teacher, 2012-2013; 9, F1) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020909 | TCG (Grades 7-8 Teacher, 2012-2013; 9, F2) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020910 | TCG (Grades 7-8 teacher, 2012-2013; 9, EE1) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020911 | TCG (Grades 7-8 teacher, 2012-2013; 9, EE2) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020912 | TCG (Grades 7-8 teacher, 2012-2013; 9, EE3) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020913 | TCG (Grades 7-8 teacher, 2012-2013; 9, EE4) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020914 | TCG (Grades 7-8 teacher, 2012-2013; 9, EE5) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020915 | TCG (Grades 7-8 Teacher, 2012-2013; 9, EE6) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020916 | TCG (Grades 7-8 Teacher, 2012-2013; 9, EE7) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6020917 | TCG (Grades 7-8 teacher, 2012-2013; 9, EE8) | 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 | Content covered in course (e.g., how many lessons are devoted to expressions and equations) | Unchanged from source | 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 |  | Modified from IVFT | The purpose of this item is to obtain a description of the specific mathematic content areas you covered or plan to cover in your course this academic year.  Following is a list of content areas covering materials that may be taught in grade 6. 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).  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, PERIOD] class.  How many full class periods have you or will you teach 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 than one full class  2 to 5  6 to 10  11 to 15  More than 15 | Introductory text focuses on grade 6 only.  Rephrased response option to "one or less than one full class" to help distinguish this from zero.  Question wording updated so that the scale categories in response options answer the question.  Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021001 | ECLS-K (Math Teacher, Grade 8; 20i) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Thes next questions ask about the teaching practices you use in this classroom.  How often do the students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods.  Intro text was missing, so added to this doc. |
| 6021002 | ECLS-K (Math Teacher, Grade 8; 20k) | How often do the students in this class engage in the following?  Work on problems for which there is no immediate solution  1. Almost every day  2. Once or twice a week  3. Once or twice a month  4. Never or hardly ever | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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 |  | Unchanged from IVFT | How often do the students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021003 | New item |  | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | 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 |  | Unchanged from IVFT | How often do the students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021101 | Teacher as Social Context (TASC; 30) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021102 | Teacher as Social Context (33) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021103 | Teacher as Social Context (38) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021104 | Teacher as Social Context (36) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021105 | Teacher as Social Context (32) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021106 | Teacher as Social Context (35) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021107 | Teacher as Social Context (37) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD ] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021108 | Teacher as Social Context (34) | 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 | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021109 | Teacher as Social Context (31) | My general approach with this student is to give him/her as few choices as possible. 1. Not at all true  2. Not very true  3. Sort of true  4. Very true | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Modified from source | Please indicate the extent to which the following statements are true for students in this [CLASS NAME] class.  My general approach with students is to give them as few choices as possible. 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. | Unchanged from IVFT | Please indicate the extent to which the following statements are true for students in this [CLASS NAME, PERIOD ] class.  My general approach with students is to give them as few choices as possible. Not at all true  A little bit true  Somewhat true  Mostly true  Very true | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021201 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Desktop or laptop |  | Unchanged from IVFT | Next we would like to know about how you use technology in your teaching.  Please indicate if the following technology devices are available for your use in the classroom.  Desktop or laptop | Intro text was missing, so added here. |
| 6021202 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Tablet |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Tablet |  |
| 6021203 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Smartboard, or interactive whiteboard |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Smartboard, or interactive whiteboard |  |
| 6021204 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Interactive TV monitor |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Interactive TV monitor |  |
| 6021205 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  LCD or DLP projector |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  LCD or DLP projector |  |
| 6021206 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Smartphone |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Smartphone |  |
| 6021207 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Apps |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Apps |  |
| 6021208 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Digital camera |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Digital camera |  |
| 6021209 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Digital video recorder |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Digital video recorder |  |
| 6021210 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Graphing calculators |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Graphing calculators |  |
| 6021211 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Student or audience response system for polling |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Student or audience response system for polling |  |
| 6021212 | New item |  | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT | Please indicate if the following technology devices are available for your use in the classroom.  Other | Added to provide additional "other" options. |
| 6021213 | New item |  | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT | Please indicate if the following technology devices are available for your use in the classroom.  Other | Added to provide additional "other" options. |
| 6021214 | New item |  | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT | Please indicate if the following technology devices are available for your use in the classroom.  Other | Added to provide additional "other" options. |
| 6021215 | New item |  | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT | Please indicate if the following technology devices are available for your use in the classroom.  Other | Added to provide additional "other" options. |
| 6021216 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  Other |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  Other |  |
| 6021217 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for your use in the classroom.  No technology devices are available for use in the classroom |  | Unchanged from IVFT | Please indicate if the following technology devices are available for your use in the classroom.  No technology devices are available for teacher use in the classroom | The word “teacher” was added for clarity. |
| 6021301 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Desktop or laptop |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Desktop or laptop |  |
| 6021302 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Tablet |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Tablet |  |
| 6021303 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Smartboard, or interactive whiteboard |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Smartboard, or interactive whiteboard |  |
| 6021304 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Interactive TV monitor |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Interactive TV monitor |  |
| 6021305 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  LCD or DLP projector |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  LCD or DLP projector |  |
| 6021306 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Smartphone |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Smartphone |  |
| 6021307 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Apps |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Apps |  |
| 6021308 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Digital camera |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Digital camera |  |
| 6021309 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Digital video recorder |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Digital video recorder |  |
| 6021310 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Graphing calculators |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Graphing calculators |  |
| 6021311 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Student or audience response system for polling |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Student or audience response system for polling |  |
| 6021312 | New item |  | Availability and use of classroom resources (calculators, computers) |  |  |  | New for OFT | Please indicate if the following technology devices are available for student use in the classroom.  Other | Added to provide additional "other" options. |
| 6021313 | New item |  | Availability and use of classroom resources (calculators, computers) |  |  |  | New for OFT | Please indicate if the following technology devices are available for student use in the classroom.  Other | Added to provide additional "other" options. |
| 6021314 | New item |  | Availability and use of classroom resources (calculators, computers) |  |  |  | New for OFT | Please indicate if the following technology devices are available for student use in the classroom.  Other | Added to provide additional "other" options. |
| 6021315 | New item |  | Availability and use of classroom resources (calculators, computers) |  |  |  | New for OFT | Please indicate if the following technology devices are available for student use in the classroom.  Other | Added to provide additional "other" options. |
| 6021316 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  Other |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  Other |  |
| 6021317 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | Please indicate if the following technology devices are available for student use in the classroom.  No technology devices are available for use in the classroom |  | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom.  No technology devices are available for studentuse in the classroom | The word “student” was added for clarity. |
| 6021401 | NAEP (Teacher, 2013; II 13a) | 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 | Availability and use of classroom resources (calculators, computers) | Modified from source | In your [CLASS NAME, PERIOD] 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. | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | The word “your” appears in this doc, but the word “this” appears in the specs, so the doc was updated here for consistency. |
| 6021402 | New item |  | Availability and use of classroom resources (calculators, computers) | New item | In your [CLASS NAME, PERIOD] 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 |  |
| 6021403 | NAEP (Teacher, 2013; II 13c) | 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-ROM 1. Never or hardly ever  2. Once or twice a month  3. Once or twice a week  4. Every day or almost every day | Availability and use of classroom resources (calculators, computers) | Modified from source | In your [CLASS NAME, PERIOD] 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. | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 |  |
| 6021404 | NAEP (Teacher, 2013; II 13f) | 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 | Availability and use of classroom resources (calculators, computers) | Modified from source | In your [CLASS NAME, PERIOD] 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. | Unchanged from IVFT | In this [CLASS NAME, PERIOD] class this year, how often do your students use technological resources to do each of the following?  Play games. Never  Rarely  Monthly  Weekly  Daily |  |
| 6021405 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] class this year, how often do your students use technological resources to do each of the following?  Create projects. Never  Rarely  Monthly  Weekly  Daily | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021406 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021407 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | Inthis [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021408 | Pew Internet Survey (2013, Q16a) | Please tell us if you ever have your students to do any of the following…  Submit assignments online  1. Yes  2. No | Availability and use of classroom resources (calculators, computers) | Modified from source | 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. | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021409 | Pew Internet Survey (2013, Q16d) | Please tell us if you ever have your students to do any of the following…  Edit others’ work or give others feedback using a collaborative web-based tool such as GoogleDocs  1. Yes  2. No | Availability and use of classroom resources (calculators, computers) | Modified from source | In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following?  Edit others' work or give others feedback. Never  Rarely  Monthly  Weekly  Daily | 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 | Unchanged from IVFT | In this [CLASS NAME, PERIOD] class this year, how often do your students use technological resources to do each of the following?  Edit others' work or give others feedback.  Never  Rarely  Monthly  Weekly  Daily | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021410 | Pew Internet Survey (2013, Q16h) | Please tell us if you ever have your students to do any of the following…  Post their own work online where people other than their classmates or teachers can see it  1. Yes  2. No | Availability and use of classroom resources (calculators, computers) | Modified from source | In your [CLASS NAME] class this year, how often do your students use technological resources to do each of the following?  Share or post their work for others to view at any time. Never  Rarely  Monthly  Weekly  Daily | 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. | Unchanged from IVFT | In this [CLASS NAME, PERIOD] class this year, how often do your students use technological resources to do each of the following?  Share or post their work for others to view at any time.  Never  Rarely  Monthly  Weekly  Daily | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021411 | NAEP (Teacher, 2013; II 13b) | 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 | Availability and use of classroom resources (calculators, computers) | Modified from source | 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. | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021412 | Pew Internet Survey (2013, Q16f) | Please tell us if you ever have your students to do any of the following…  Participate in online discussions  1. Yes  2. No | Availability and use of classroom resources (calculators, computers) | Modified from source | 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. | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021413 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021421 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”    Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021422 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”    Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021423 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”    Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021424 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”    Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021425 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”    Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021510 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] class this year, how often do you use technological resources to do each of the following? Select one answer for each row.  Collaborate with other teachers. Never  Rarely  Monthly  Weekly  Daily | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods.  Instructions were modified for clarity. |
| 6021520 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] class this year, how often do you use technological resources to do each of the following? Select one answer for each row.  Encourage student participation in class. Never  Rarely  Monthly  Weekly  Daily | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods.  Instructions were modified for clarity. |
| 6021521 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”    Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021522 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”    Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021523 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”  Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021524 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”  Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021525 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Modified from IVFT | 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.”  Rarely  Monthly  Weekly  Daily | Removed "never" because this category would not apply at this item. |
| 6021530 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021540 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021550 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021560 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME,, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021561 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT/Modified from source | How easily can you access the internet in your classroom?  1. Cannot access  2. Inconsistently, often a poor connection  3. Easily, usually a good connection  4. Very easily, a strong and consistent connection | Item text was not available so text was adapted from Project Tomorrow Speak-Up report finding “Over 70 percent of technology leaders report that if their school or district had adequate Internet connectivity, the use of multimedia digital content including videos within instruction would increase.” |
| 6021562 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT/Modified from source | How easily can your students access the internet in your classroom?  1. Cannot access  2. Inconsistently, often a poor connection  3. Easily, usually a good connection  4. Very easily, a strong and consistent connection | Item text was not available so text was adapted from Project Tomorrow Speak-Up report finding “Over 70 percent of technology leaders report that if their school or district had adequate Internet connectivity, the use of multimedia digital content including videos within instruction would increase.” |
| 6021563 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT/Modified from source | How often do you connect to the internet from your classroom for school-related work?  Not at all  Rarely  Sometimes  Often | Item text was not available so text was adapted from Project Tomorrow Speak-Up report finding “Over 70 percent of technology leaders report that if their school or district had adequate Internet connectivity, the use of multimedia digital content including videos within instruction would increase.”  Question wording was modified in order to enrich the quality of data we are collecting. We want to distinguish between personal use and classroom/work use. |
| 6021564 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT/Modified from source | How often do your students connect to the internet from your classroom for school-related work?  Not at all  Rarely  Sometimes  Often | Item text was not available so text was adapted from Project Tomorrow Speak-Up report finding “Over 70 percent of technology leaders report that if their school or district had adequate Internet connectivity, the use of multimedia digital content including videos within instruction would increase.” Question wording was modified in order to enrich the quality of data we are collecting. We want to distinguish between personal use and classroom/work use. |
| 6021565 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report | Availability and use of classroom resources (calculators, computers) | New item |  |  | New for OFT/Modified from source | How often do you assign homework that requires your students t to connect to the internet?  Not at all  Rarely  Sometimes  Often | Item text was not available so text was adapted from Project Tomorrow Speak-Up report finding “Over 70 percent of technology leaders report that if their school or district had adequate Internet connectivity, the use of multimedia digital content i including videos within instruction would increase.” |
| 6021570 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021580 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6021590 | New item |  | Availability and use of classroom resources (calculators, computers) | 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 |  | Unchanged from IVFT | In this [CLASS NAME, PERIOD] 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 | Revised to add “Period” to “CLASS NAME” fill to distinguish classes with the same name in multiple periods. |
| 6025010 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Algebra 1; Glencoe / McGraw‐Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Algebra 1; Glencoe / McGraw‐Hill |  |
| 6025020 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Algebra 1; McDougal Littell / Houghton Mifflin | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Algebra 1; McDougal Littell / Houghton Mifflin |  |
| 6025030 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Algebra; Prentice Hall | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Algebra; Prentice Hall |  |
| 6025040 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Big Ideas Math Common Core; Houghton Mifflin Harcourt | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Big Ideas Math Common Core; Houghton Mifflin Harcourt |  |
| 6025050 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Connected Mathematics Program (CMP) 2 | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Connected Mathematics Program (CMP) 2 |  |
| 6025060 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Connected Mathematics Program (CMP) 3 | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Connected Mathematics Program (CMP) 3 |  |
| 6025070 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Contemporary Mathematics in Context; Glencoe / McGraw‐Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Contemporary Mathematics in Context; Glencoe / McGraw‐Hill |  |
| 6025080 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Everyday Mathematics (UCSMP); Everyday Learning | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Everyday Mathematics (UCSMP); Everyday Learning |  |
| 6025090 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Geometry; Holt | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Geometry; Holt |  |
| 6025100 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Math Common Core Edition Course 2 | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Math Common Core Edition Course 2 |  |
| 6025110 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Math Course 1 | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Math Course 1 |  |
| 6025120 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Mathematics Applications and Concepts Course 1; Glencoe/McGraw-Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Mathematics Applications and Concepts Course 1; Glencoe/McGraw-Hill |  |
| 6025130 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Mathematics Applications and Concepts Course 2; Glencoe/McGraw-Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Mathematics Applications and Concepts Course 2; Glencoe/McGraw-Hill |  |
| 6025140 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Mathematics Applications and Concepts Course 3; Glencoe/McGraw-Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Glencoe Mathematics Applications and Concepts Course 3; Glencoe/McGraw-Hill |  |
| 6025150 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Go Math!; Houghton Mifflin Harcourt | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Go Math!; Houghton Mifflin Harcourt |  |
| 6025160 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt Algebra I; Holt, McDougal | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt Algebra I; Holt, McDougal |  |
| 6025170 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt Mathematics Course 1; Holt, Rinehart & Winston | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt Mathematics Course 1; Holt, Rinehart & Winston |  |
| 6025180 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt Mathematics Course 2; Holt, Rinehart & Winston | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt Mathematics Course 2; Holt, Rinehart & Winston |  |
| 6025190 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt Mathematics Course 3; Holt, Rinehart & Winston | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt Mathematics Course 3; Holt, Rinehart & Winston |  |
| 6025200 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt McDougal Mathematics Common Core Course 1; Houghton Mifflin Harcourt | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt McDougal Mathematics Common Core Course 1; Houghton Mifflin Harcourt |  |
| 6025210 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt McDougal Mathematics Common Core Course 2; Houghton Mifflin Harcourt | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt McDougal Mathematics Common Core Course 2; Houghton Mifflin Harcourt |  |
| 6025220 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt McDougal Mathematics Common Core Course 3; Houghton Mifflin Harcourt | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt McDougal Mathematics Common Core Course 3; Houghton Mifflin Harcourt |  |
| 6025230 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt Pre-Algebra; Holt, Littell | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt Pre-Algebra; Holt, Littell |  |
| 6025240 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Holt Pre‐Algebra; Holt, McDougal | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Holt Pre‐Algebra; Holt, McDougal |  |
| 6025250 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Impact Mathematics Course 1; Glencoe/McGraw-Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Impact Mathematics Course 1; Glencoe/McGraw-Hill |  |
| 6025260 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Impact Mathematics Course 2; Glencoe/McGraw-Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Impact Mathematics Course 2; Glencoe/McGraw-Hill |  |
| 6025270 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Impact Mathematics Course 3; Glencoe/McGraw-Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Impact Mathematics Course 3; Glencoe/McGraw-Hill |  |
| 6025280 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Integrated Mathematics; McDougal Littell / Houghton Mifflin | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Integrated Mathematics; McDougal Littell / Houghton Mifflin |  |
| 6025290 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Math Connects Common Core Edition Course 2 | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Math Connects Common Core Edition Course 2 |  |
| 6025300 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Math Investigations; Pearson/TERC | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Math Investigations; Pearson/TERC |  |
| 6025310 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Math; Harcourt, Brace, Jovanovich | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Math; Harcourt, Brace, Jovanovich |  |
| 6025320 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Math; Scott Foresman | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Math; Scott Foresman |  |
| 6025330 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Pre-Algebra; Glencoe/McGraw-Hill | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Pre-Algebra; Glencoe/McGraw-Hill |  |
| 6025340 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Prentice Hall Mathematics Common Core; Pearson | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Prentice Hall Mathematics Common Core; Pearson |  |
| 6025350 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Saxon Math | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Saxon Math |  |
| 6025360 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Trailblazers; Kendall Hunt | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Trailblazers; Kendall Hunt |  |
| 6025370 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source |  | 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. | Modified from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Other | Added to provide additional "other" options. |
| 6025380 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source |  | 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. | Modified from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Other | Added to provide additional "other" options. |
| 6025390 | TCG (Grades 7-8 Teacher, 2012-2013; 3b) | What additional textbooks do you use to supplement your instruction? 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 | Curriculum/textbook used | Modified from source | What additional textbooks or e-books do you use to supplement your instruction?  Other | 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. | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction?  Other |  |
|  |  |  |  |  |  |  |  | What additional textbooks or e-books do you use to supplement your instruction?  None of the above | A “none of the above” option was added to the questions since it’s possible the teacher does not use any additional textbooks or e-books to supplement instruction. |
| 6030100 | SASS (Teacher, 2011-2012; 18) | Which statement best describes the way YOUR classes at THIS school are organized? 1. You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).  2. You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).  3. You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).  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).  5. 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). | Instruction in self-contained classrooms or departmentalized | Modified from source | Which statement best describes the way your mathematics classes at this school are organized? You instruct several classes of different students all or most of the day in one or more subjects (sometimes called departmentalized instruction).  You instruct the same group of students all or most of the day in multiple subjects (sometimes called a self-contained class).  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). | Introductory text modified to specify mathematic classes. Simplified responses to reflect expected school structures. | Unchanged from IVFT | This seciton asks questions about [FILL SCHOOL NAME] and your teaching.  Which statement best describes the way your mathematics classes at [FILL SCHOOL NAME] are organized? You instruct several classes of different students all or most of the day in one or more subjects (sometimes called departmentalized instruction).  You instruct the same group of students all or most of the day in multiple subjects (sometimes called a self-contained class).  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). | School name fill was added to clarify which school the math teacher should report on in the case the math teacher teaches math at multiple schools. |
| 6030261 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typicalsixth- grade student into a mathematics course?  Counselor recommendation Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030262 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical sixth- grade student into a mathematics course?  Prior teacher recommendation Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030263 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical sixth- grade student into a mathematics course?  Courses taken previously Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030264 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical sixth-grade student into a mathematics course?  Achievement in previous courses Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030265 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical sixth- 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  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030266 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical xixth- grade student into a mathematics course?  Results of placement tests Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030267 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical sixth- grade student into a mathematics course?  Results of standardized tests Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030268 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical sixth- grade student into a mathematics course?  Student career or education plan Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030269 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Unchanged from IVFT | In this school, how important is each of the following factors in placing a typical xixth-grade student into a mathematics course?  Student and/or parent or guardian selection Not at all important  A little important  Somewhat important  Very important  N/A | The specs had “N/A” rather than “Not applicable” so the text was updated accordingly.  The fill for student grade is not needed for OFT, so replaced with “sixth-grade.” |
| 6030270 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030271 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030272 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030273 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030274 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030275 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030276 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030277 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030278 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030279 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030280 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030281 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030282 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030283 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030284 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030285 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030286 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030287 | HSLS:09 (Counselor Baseline; Section C) | 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 | Factors for determining math course | Modified from source | 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. | Dropped from OFT |  | Data will only be collected for 6th graders for the OFT |
| 6030301 | MSP-MAP (Efficacy for Teaching Mathematics, 1) | 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 | Teacher efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030302 | MSP-MAP (Efficacy for Teaching Mathematics, 2) | 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 | Teacher efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030303 | MSP-MAP (Efficacy for Teaching Mathematics, 3) | 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 | Teacher efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030304 | MSP-MAP (Efficacy for Teaching Mathematics, 4) | 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 | Teacher efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030305 | MSP-MAP (Efficacy for Teaching Mathematics, 5) | 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 | Teacher efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030306 | MSP-MAP (Efficacy for Teaching Mathematics, 6) | 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 | Teacher efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030307 | MSP-MAP (Efficacy for Teaching Mathematics, 7) | 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 | Teacher efficacy | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030310 | New item |  | Teaching climate | New item | This year, what was the total number of hours of professional development you received?  Unit hours |  | Modified from IVFT | How many hours of professional development did you receive this year that was focused on math?  Please enter whole numbers only.  \_\_\_\_ NUMBER OF HOURS | Restricted question to math-focused professional development rather than asking additional questions about specific math content.  Added instruction to screen to avoid potentially frustrating respondents who may try to enter decimals to indicate half hours for example. |
| 6030311 | Study of Instructional Improvement Teacher Surveys | This school year, how often did the following things occur?  I watched another teacher model instruction.  I watched an instructional leader (e.g., coach, coordinator,  or facilitator) model instruction  Never  1-2 times  3-5 times  6-10 times  More than 10 times | Teaching climate |  |  |  | New for OFT/Modified from source | As part of your professional development, how many times this year did you observe another teacher?  Never  Once  2 times  3 or 4 times  More than 4 times | Question adjusted from multiple questions to a single question with modified response options to detect variance for smaller numbers reported. |
| 6030312 | Study of Instructional Improvement Teacher Surveys | This school year, how often did the following things occur?  Another teacher observed me teach and gave me feedback  An instructional leader observed me teach and gave me  feedback about improving my teaching techniques  An instructional leader (e.g., coach, coordinator, or  facilitator) observed me teach and gave me feedback  about my use of curriculum materials  Never  1-2 times  3-5 times  6-10 times  More than 10 times | Teaching climate |  |  |  | New for OFT/Modified from source | How many times this year were you observed by a coach, mentor, or peer?  Never  Once  2 times  3 or 4 times  More than 4 times | Question adjusted from multiple questions to a single question with modified response options to detect variance for smaller numbers reported. |
| 6030313 | Study of Instructional Improvement Teacher Surveys | This school year, how often did the following things occur?  Another teacher observed me teach and gave me feedback  An instructional leader observed me teach and gave me  feedback about improving my teaching techniques  An instructional leader (e.g., coach, coordinator, or  facilitator) observed me teach and gave me feedback  about my use of curriculum materials  Never  1-2 times  3-5 times  6-10 times  More than 10 times | Teaching climate |  |  |  | New for OFT/Modified from source | How many times this year were you observed as part of a teacher evaluation?  Never  Once  2 times  3 or 4 times  More than 4 times | Question adjusted from multiple questions to a single question; specified evaluation purpose. Modified response options to detect variance for smaller numbers reported. |
| 6030331 | New item |  | Teaching climate |  |  |  | New for OFT | How often do you communicate with the special education provider about the students in your math classes?  1. Daily  2. Weekly  3. Monthly  4. Rarely5. Never  6. Not applicable | Item was recommended by MGLS:2017 TRP.  NCES recommended removing the extra detail for “Rarely” and adding a “Not applicable” response option. |
| 6030391 | Study of Instructional Improvement Teacher and School Leader Surveys | Please indicate how many professional development  sessions you participated in this year that focused on the  following topics:  Student assessment  To what extent do you use the following kinds of information  in planning for and evaluating school improvement activities  at this school? Results from your district’s assessment program  Results from your state’s assessment program  None  1-2 sessions  3-7 sessions  8 or more sessions  Not at all  To a small extent  To a moderate extent  To a great extent | Teaching climate |  |  |  | New for OFT/Modified from source | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]. Please indicate the extent to which you disagree or agree with each of the following statements:  Teachers in this school regularly use assessment data to inform instructional decisions  Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | Content areas identified from teacher and school leader surveys. How assessment data used in classroom was of particular interest/emphasis. Wording and response options customized accordingly for consistency across items.  Fill for school name was added to clarify which school the math teacher should report on in case the teacher teaches math at more than one school. |
| 6030392 | Study of Instructional Improvement Teacher and School Leader Surveys | Please indicate how many professional development  sessions you participated in this year that focused on the  following topics:  Student assessment  To what extent do you use the following kinds of information  in planning for and evaluating school improvement activities  at this school?  Results from your district’s assessment program  Results from your state’s assessment program  None  1-2 sessions  3-7 sessions  8 or more sessions  Not at all  To a small extent  To a moderate extent  To a great extent | Teaching climate |  |  |  | New for OFT | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]. Please indicate the extent to which you disagree or agree with each of the following statements:  I use assessment data to keep track of my struggling students  Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | Content areas identified from teacher and school leader surveys. How assessment data used in classroom was of particular interest/emphasis. Wording and response options customized accordingly for consistency across items.  Fill for school name was added to clarify which school the math teacher should report on in case the teacher teaches math at more than one school. |
| 6030393 | Study of Instructional Improvement Teacher and School Leader Surveys | Please indicate how many professional development  sessions you participated in this year that focused on the  following topics:  Student assessment  To what extent do you use the following kinds of information  in planning for and evaluating school improvement activities  at this school?  Results from your district’s assessment program  Results from your state’s assessment program  None  1-2 sessions  3-7 sessions  8 or more sessions  Not at all  To a small extent  To a moderate extent  To a great extent | Teaching climate |  |  |  | New for OFT | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]l. Please indicate the extent to which you disagree or agree with each of the following statements:  I regularly use assessment data to inform my instruction  Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | Content areas identified from teacher and school leader surveys. How assessment data used in classroom was of particular interest/emphasis. Wording and response options customized accordingly for consistency across items.  Fill for school name was added to clarify which school the math teacher should report on in case the teacher teaches math at more than one school. |
| 6030401 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030402 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030403 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030404 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030405 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030406 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030407 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030408 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030409 | Consortium on Chicago School Research (Principal Instructional Leadership) | 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 | Instructional leadership | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030501 | HSLS:09 (Teacher, Baseline; Section B, c) | 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 | Teaching climate | Modified from source | 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. | Unchanged from IVFT | The next set of questions asks about the teaching climate at [FILL SCHOOL NAME]. 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 | Intro text was missing from this document, so it was added.  School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030502 | HSLS:09 (Teacher, Baseline; Section B, e) | 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 | Teaching climate | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030503 | HSLS:09 (Teacher, Baseline; Section B, f) | 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 | Teaching climate | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030504 | HSLS:09 (Teacher, Baseline; Section B, g) | 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 | Teaching climate | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030505 | HSLS:09 (Teacher, Baseline; Section B, h) | 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 | Teaching climate | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6030601 | CCSR Program Coherence Scale (Instructional Coherence) | 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 | Teaching climate | Modified from source | 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. | Unchanged from IVFT | To what extent do you disagree or agree with the following statements about teaching at [FILL SCHOOL NAME]l?  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 | School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030602 | CCSR Program Coherence Scale (Instructional Coherence) | 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 | Teaching climate | Modified from source | 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. | Unchanged from IVFT | To what extent do you disagree or agree with the following statements about teaching at [FILL SCHOOL NAME]l?  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 | School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030701 | ECLS-K (Teacher, Grade 5; 22b) | 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 | Teaching climate | Modified from source | 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. | Modified from IVFT | How much do you disagree or agree with each of the following statements about [FILL SCHOOL NAME]?  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 | Modified question item to include "disagree" to not bias toward agree.  School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030702 | ECLS-K (Teacher, Grade 5; 22c) | 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 | Teaching climate | Modified from source | 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. | Modified from IVFT | How much do you disagree or agree with each of the following statements about [FILL SCHOOL NAME]?  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 | Modified question item to include "disagree" to not bias toward agree.  School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030703 | ECLS-K (Teacher, Grade 5; 22d) | 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 | Teaching climate | Modified from source | 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. | Modified from IVFT | How much do you disagree or agree with each of the following statements about [FILL SCHOOL NAME]?  I feel accepted and respected as a colleague by most staff members Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | Modified question item to include "disagree" to not bias toward agree.  School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030704 | ECLS-K (Teacher, Grade 5; 22e) | 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 | Teaching climate | Modified from source | 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. | Modified from IVFT | How much do you disagree or agree with each of the following statements about [FILL SCHOOL NAME]?  Teachers in this school are continually learning and seeking new ideas Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | Modified question item to include "disagree" to not bias toward agree.  School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030705 | ECLS-K (Teacher, Grade 5; 22f) | Please indicate the extent to which you agree with each of the following statements about your school's climate.  Routine administrative duties and paperwork interfere with my job of teaching 1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree | Teaching climate | Modified from source | How much do you agree with each of the following statements about your school?  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 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. Added text to provide further information on what is meant by paperwork.  Updated response scale to align within and across MGLS:2017 instruments and increase var | Modified from IVFT | How much do you disagree or agree with each of the following statements about [FILL SCHOOL NAME]?  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 Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | Modified question item to include "disagree" to not bias toward agree.  School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030801 | TIMSS (Teacher Grade 8, 2011; 7b) | Thinking about your current school, indicate the extent to which you agree or disagree with the following statements.  I feel safe at this school. 1. Agree a lot  2. Agree a little  3. Disagree a little  4. Disagree a lot | School climate | Modified from source | Indicate the extent to which you disagree or agree with each of the following statements about your school.  I feel safe at this school 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. | Unchanged from IVFT | Indicate the extent to which you disagree or agree with each of the following statements about [FILL SCHOOL NAME]I feel safe at this school Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030802 | TIMSS (Teacher Grade 8, 2011; 7c) | 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 | School climate | Modified from source | 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. | Unchanged from IVFT | Indicate the extent to which you disagree or agree with each of the following statements about [FILL SCHOOL NAME]This school's security policies and practices are sufficient Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030803 | TIMSS (Teacher Grade 8, 2011; 7e) | 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 | School climate | Modified from source | 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. | Unchanged from IVFT | Indicate the extent to which you disagree or agree with each of the following statements about [FILL SCHOOL NAME]The students get along well with teachers  Strongly disagree  Disagree  Slightly disagree  Slightly agree  Agree  Strongly agree | School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6030900 | New item |  | School's technology policies and practices | New item | Does this school lend or provide computers, tablets or similar devices to individual students? Yes  No |  | Unchanged from IVFT | The next two questions ask about [FILL SCHOOL NAME]’s technology policies and practices.  Does this school lend or provide computers, tablets or similar devices to individual students? Yes  No | Intro text was missing from this document, so it has been added here.  School name fill was added to clarify which school the set of questions applies to in case the math teacher teaches at multiple schools. |
| 6031000 | New item |  | School's technology policies and practices | New item | Thinking about students, is this a bring your own device (BYOD) school? Yes  No |  | Unchanged from IVFT | Thinking about students, is this a bring your own device (BYOD) school? Yes  No |  |
| 6040100 | ECLS-K:2011 (Teacher, Grade 2; H5) | 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.) | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | The next several questions ask about your educational background.  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.) | Intro text was missing from this document, so it has been added here. |
| 6040200 | HSLS:09 (Teacher, Baseline, Section A) | In what year did you receive your [RESPONSE TO D01]? Year: \_ \_ \_ \_ | Education and degree (courses in math and math education; year degree granted) | Unchanged from source | In what year did you receive your [RESPONSE TO D01]? Year: \_ \_ \_ \_ |  | Unchanged from IVFT | In what year did you receive your [RESPONSE TO D01]? Year: \_ \_ \_ \_ |  |
| 6040301 | ECLS-K (Teacher, Grade 8; 10, d) | 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 | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040302 | ECLS-K (Teacher, Grade 8; 10, d) | 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 | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040401 | HSLS:09 (Teacher, Baseline, Section A) | 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. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040402 | HSLS:09 (Teacher, Baseline, Section A) | 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. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040403 | HSLS:09 (Teacher, Baseline, Section A) | 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. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040404 | HSLS:09 (Teacher, Baseline, Section A) | 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. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040405 | HSLS:09 (Teacher, Baseline, Section A) | 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. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040406 | HSLS:09 (Teacher, Baseline, Section A) | 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. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040407 | HSLS:09 (Teacher, Baseline, Section A) | In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.)  Number theory. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040408 | HSLS:09 (Teacher, Baseline, Section A) | In which of the following branches of math have you taken one or more college-level courses? (Check all that apply.)  Probability or statistics. | Education and degree (courses in math and math education; year degree granted) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6040409 | New item |  | Education and degree (courses in math and math education; year degree granted) |  | 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 |  | Unchanged from IVFT | 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 |  |
| 6040501 | HSLS:09 (Teacher, Baseline; Section A, b) | Including this school year, how many years have you taught high school (grades 9-12) math at any school? Number of years:\_\_\_\_\_\_ | Teacher years of experience | Modified from source | 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. | Modified from IVFT | Including this school year, how many years have you taught the following grades at any school…  Please estimate to the nearest year.  If you have been working for less than on year, enter 1.  Grade K-12 in any subject?  Number of years:\_\_\_\_\_\_.\_\_\_\_\_\_\_ | Modified question item to have respondents report to the nearest year to foster cleaner data. |
| 6040502 | HSLS:09 (Teacher, Baseline; Section A, b) | Including this school year, how many years have you taught  Grades K-5 math at any school? Number of years:\_\_\_\_\_\_ | Teacher years of experience | Modified from source | 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. | Modified from IVFT | Including this school year, how many years have you taught the following grades at any school…  Please estimate to the nearest year.  If you have been working for less than on year, enter 1.  Grade K-5 math?  Number of years:\_\_\_\_\_\_.\_\_\_\_\_\_\_ | Modified question item to have respondents report to the nearest year to foster cleaner data. |
| 6040503 | HSLS:09 (Teacher, Baseline; Section A, a) | Including this school year, how many years have you taught high school (grades 9-12) math at any school? Number of years:\_\_\_\_\_\_ | Teacher years of experience | Modified from source | 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. | Modified from IVFT | Including this school year, how many years have you taught the following grades at any school…  Please estimate to the nearest year.  If you have been working for less than on year, enter 1.  Grade 6-8 math?  Number of years:\_\_\_\_\_\_.\_\_\_\_\_\_\_ | Modified question item to have respondents report to the nearest year to foster cleaner data. |
| 6040504 | HSLS:09 (Teacher, Baseline; Section A, c) | Including this school year, how many years have you taught  Grades 9-12 math at a given school? Number of years:\_\_\_\_\_\_ | Teacher years of experience | Modified from source | 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. | Modified from IVFT | Including this school year, how many years have you taught the following grades at any school…  Please estimate to the nearest year.  If you have been working for less than on year, enter 1.  Grade 9-12 math?  Number of years:\_\_\_\_\_\_.\_\_\_\_\_\_\_ | Modified question item to have respondents report to the nearest year to foster cleaner data. |
| 6040600 | HSLS:09 (Teacher, Baseline; Section A) | Which of the following best describes the math teaching certificate you currently hold in {FILL STATE}? 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 | Certification (national certification, alternative certification) | Modified from source | Which of the following best describes the math teaching certificate you currently hold in [FILL STATE]? Regular or standard state certificate or advanced professional certificate  Certificate issued after satisfying all requirements except the completion of a probationary teaching period  Certificate that requires some additional coursework or passing a test  Certificate issued to persons who must complete a certification program in order to continue teaching  I do not hold any of these certifications in this state  Other | Added “Other, specify” response option to allow for more flexibility in response options. | Modified from IVFT | Which of the following best describes the teaching certificate you currently hold? Regular or standard state certificate or advanced professional certificate  Certificate issued after satisfying all requirements except the completion of a probationary teaching period  Certificate that requires some additional coursework or passing a test  Certificate issued to persons who must complete a certification program in order to continue teaching  I do not hold any of these certifications in this state  Other | Removed "[FILL STATE]" in question stem and "in this state" from response option to make the question more generic. |
| 6040701 | HSLS:09 (Teacher, Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  Kindergarten | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Kindergarten | Removed "[FILL STATE]" in question stem to make the question more generic. |
| 6040702 | HSLS:09 (Teacher, Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  1st grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 1 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040703 | HSLS:09 (Teacher, Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  2nd grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 2 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040704 | HSLS:09 (Teacher, Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  3rd grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 3 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040705 | HSLS:09 (Teacher, Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  4th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 4 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040706 | HSLS:09 (Teacher, Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  5th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 5 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040707 | HSLS:09 (Teacher, Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  6th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 6 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040708 | Modified HSLS:09 (Teacher Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  7th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 7 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040709 | Modified HSLS:09 (Teacher Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  8th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 8 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040710 | Modified HSLS:09 (Teacher Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  9th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 9 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040711 | Modified HSLS:09 (Teacher Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  10th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 10 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040712 | Modified HSLS:09 (Teacher Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  11th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 11 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040713 | Modified HSLS:09 (Teacher Baseline; Section A) | 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) | Certification (national certification, alternative certification) | Modified from source | In which grades does this certificate allow you to teach math in [FILL STATE]?  12th grade | Divided response options into individual grades for greater specificity. | Modified from IVFT | In which grades does this certificate allow you to teach math?  Grade 12 | Removed "[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. |
| 6040714 | Modified HSLS:09 (Teacher Baseline; Section A) | 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) | Certification (national certification, alternative certification) | New item |  |  | New for OFT | In which grades does this certificate allow you to teach math?  This certificate does not allow me to teach math | Added this response option to provide all possible options. |
| 6040800 | ECLS-K:2011, Grade 2; H10 | 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 | Certification (national certification, alternative certification) | Modified from source | 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. | Unchanged from IVFT | Have you taken the exam for National Board Certification?  Not taken  Taken and passed  Taken and awaiting results  Taken and have not yet passed |  |
| 6040901 | SASS (Teacher Questionnaire) | In what content area(s) does the teaching certificate marked above allow you to teach in this state?  (TABLE IN SURVEY) | Certification (national certification, alternative certification) | Modified from source | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Generalist, Early Childhood | 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. | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Generalist, Early Childhood |  |
| 6040902 | SASS (Teacher Questionnaire) | In what content area(s) does the teaching certificate marked above allow you to teach in this state?  (TABLE IN SURVEY) | Certification (national certification, alternative certification) | Modified from source | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Generalist, Middle Childhood | 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. | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Generalist, Middle Childhood |  |
| 6040903 | SASS (Teacher Questionnaire) | In what content area(s) does the teaching certificate marked above allow you to teach in this state?  (TABLE IN SURVEY) | Certification (national certification, alternative certification) | Modified from source | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Mathematics, Early Adolescence | 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. | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Mathematics, Early Adolescence |  |
| 6040904 | SASS (Teacher Questionnaire) | In what content area(s) does the teaching certificate marked above allow you to teach in this state?  (TABLE IN SURVEY) | Certification (national certification, alternative certification) | Modified from source | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Mathematics, Adolescence and Young Adulthood | 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. | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Mathematics, Adolescence and Young Adulthood |  |
| 6040905 | SASS (Teacher Questionnaire) | In what content area(s) does the teaching certificate marked above allow you to teach in this state?  (TABLE IN SURVEY) | Certification (national certification, alternative certification) | Modified from source | In what content area(s) do you hold a National Board for Professional Teaching certificate?  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. | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate?  Other |  |
| 6041000 | SASS (Teacher Questionnaire) | Which of the following describes how you obtained the teaching methods or teaching strategies coursework?  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)  2 Through a bachelor’s degree granting program (B.A. or B.S.)  3 Through a fifth year program (not leading to a master’s degree)    4 Through a master’s degree granting program (M.A., M.S., M.Ed., M.A.T.)    5 Through individual courses (not part of a program leading to a degree)    6 Other - Please specify | Certification (national certification, alternative certification) | Modified from source | 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. | Modified from IVFT | Did you enter teaching through an alternative certification program? An alternative certification program is a program that is designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program. Yes  No | Changed "was" to "is" to align with "An alternative certification program is". |
| 6041100 | ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 2) | In what year were you born? YEAR BORN (e.g., 1987) | Teacher date of birth | Unchanged from source | In what year were you born? YEAR BORN (e.g., 1987) |  | Unchanged from IVFT | In what year were you born? YEAR BORN (e.g., 1987) |  |
| 6041200 | ECLS-K (Teacher, Grade 5; 28) | What is your gender? 1. Male  2. Female | Teacher gender | Modified from source | What is your sex? Male  Female | Updated to be more inclusive. | Unchanged from IVFT | What is your sex? Male  Female |  |
| 6041300 | ECLS-K 2011 (Teacher, Grade 2; H3) | Are you Hispanic or Latino? MARK ONE RESPONSE. Yes  No | Teacher race/ethnicity | Modified from source | Are you of Hispanic or Latino/Latina origin? Yes  No | Updated the question text to be inclusive of males and females. | Unchanged from IVFT | Are you of Hispanic or Latino/Latina origin? Yes  No |  |
| 6041401 | ECLS-K 2011 (Teacher, Grade 2; H4) | Which best describes your race? Mark one or more responses to indicate what you consider yourself to be. 1. American Indian or Alaska Native  2. Asian  3. Black or African American  4. Native Hawaiian or Other Pacific Islander  5. White | Teacher race/ethnicity | Modified from source | Which of the following best describes your race? You may choose more than one.  American Indian or Alaska Native | Slight wording change to align across MGLS instruments. | Unchanged from IVFT | Which of the following best describes your race? You may choose more than one.  American Indian or Alaska Native |  |
| 6041402 | ECLS-K 2011 (Teacher, Grade 2; H4) | Which best describes your race? Mark one or more responses to indicate what you consider yourself to be. 1. American Indian or Alaska Native  2. Asian  3. Black or African American  4. Native Hawaiian or Other Pacific Islander  5. White | Teacher race/ethnicity | Modified from source | Which of the following best describes your race? You may choose more than one.  Asian | Slight wording change to align across MGLS instruments. | Unchanged from IVFT | Which of the following best describes your race? You may choose more than one.  Asian |  |
| 6041403 | ECLS-K 2011 (Teacher, Grade 2; H4) | Which best describes your race? Mark one or more responses to indicate what you consider yourself to be. 1. American Indian or Alaska Native  2. Asian  3. Black or African American  4. Native Hawaiian or Other Pacific Islander  5. White | Teacher race/ethnicity | Modified from source | Which of the following best describes your race? You may choose more than one.  Black or African American | Slight wording change to align across MGLS instruments. | Unchanged from IVFT | Which of the following best describes your race? You may choose more than one.  Black or African American |  |
| 6041404 | ECLS-K 2011 (Teacher, Grade 2; H4) | Which best describes your race? Mark one or more responses to indicate what you consider yourself to be. 1. American Indian or Alaska Native  2. Asian  3. Black or African American  4. Native Hawaiian or Other Pacific Islander  5. White | Teacher race/ethnicity | Modified from source | Which of the following best describes your race? You may choose more than one.  Native Hawaiian or other Pacific Islander | Slight wording change to align across MGLS instruments. | Unchanged from IVFT | Which of the following best describes your race? You may choose more than one.  Native Hawaiian or other Pacific Islander |  |
| 6041405 | ECLS-K 2011 (Teacher, Grade 2; H4) | Which best describes your race? Mark one or more responses to indicate what you consider yourself to be. 1. American Indian or Alaska Native  2. Asian  3. Black or African American  4. Native Hawaiian or Other Pacific Islander  5. White | Teacher race/ethnicity | Modified from source | Which of the following best describes your race? You may choose more than one.  White | Slight wording change to align across MGLS instruments. | Unchanged from IVFT | Which of the following best describes your race? You may choose more than one.  White |  |
|  |  |  |  |  |  |  |  |  |  |

# Math Teacher Survey Items: Teacher Student Report

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording with Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording with Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6110101 | ECLS-K (Math Teacher, Grade 8, 11a) | 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 | Student math skills | Unchanged from source | 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 |  | Unchanged from IVFT | Now we have questions about [FILL PRELOADED STUDENT NAME]. The following questions ask about the skills and abilities [FILL PRELOADED STUDENT NAME] demonstrates in your [CLASS NAME, PERIOD] class.  Please rate [FILL PRELOADED STUDENT NAME]’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 | Intro text was missing, so it has been added here.  Class name, period, and student fills were added to clarify which student this set of questions applies. |
| 6110102 | ECLS-K (Math Teacher, Grade 8, 11b) | 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 | Student math skills | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should rate. |
| 6110103 | ECLS-K (Math Teacher, Grade 8, 11c) | 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 | Student math skills | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should rate. |
| 6110104 | ECLS-K (Math Teacher, Grade 8, 11d) | 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 | Student math skills | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should rate. |
| 6110105 | ECLS-K (Math Teacher, Grade 8, 11e) | 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 | Student math skills | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should rate. |
| 6110106 | ECLS-K (Math Teacher, Grade 8, 11f) | 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 | Student math skills | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should rate. |
| 6110107 | New item |  | Student math skills | 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 |  | Unchanged from IVFT | Please rate [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should rate. |
| 6110110 | New item |  | Student familiarity | New item |  |  | New for OFT | Have you taught [FILL PRELOADED STUDENT NAME] math before this year?  Yes  No | Whether teacher taught student before provides context for teacher student report |
| 6110111 | New item |  | Student familiarity | New item |  |  | New for OFT | Have you taught [FILL PRELOADED STUDENT NAME]in other academic areas before this year?  Yes  No | Whether teacher taught student before provides context for teacher student report |
| 6120101 | ECLS-K (Math Teacher, Grade 5; B1 #11) Approaches to Learning Scale. | 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 | Approaches to learning | Modified from source | 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. | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should describe. |
| 6120102 | ECLS-K (Math Teacher, Grade 5; B1 #14) Approaches to Learning Scale. | 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 | Approaches to learning | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should describe. |
| 6120103 | ECLS-K (Math Teacher, Grade 5; B1 #15) Approaches to Learning Scale. | 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 | Approaches to learning | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should describe. |
| 6120104 | ECLS-K (Math Teacher, Grade 5; B1 #21) Approaches to Learning Scale. | 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 | Approaches to learning | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should describe. |
| 6120105 | ECLS-K (Math Teacher, Grade 5; B1 #23) Approaches to Learning Scale. | 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 | Approaches to learning | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should describe. |
| 6120106 | ECLS-K (Math Teacher, Grade 5; B1 #24) Approaches to Learning Scale. | 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 | Approaches to learning | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should describe. |
| 6120201 | Zill, 1990 (Behavior Problems Index) | 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 | Externalizing behaviors | Modified from source | 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. | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should describe. |
| 6120202 | Zill, 1990 (Behavior Problems Index) | 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 | Externalizing behaviors | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should describe. |
| 6120203 | Zill, 1990 (Behavior Problems Index) | 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 | Externalizing behaviors | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME]’s behavior during the past three months.  Describe how often this student demonstrates the behavior.  Disobeys rules  Never  Sometimes  Often  Very often  Always | Student name fill added to clarify which student the teacher should describe. |
| 6120204 | Zill, 1990 (Behavior Problems Index) | 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 | Externalizing behaviors | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME]’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 | Student name fill added to clarify which student the teacher should describe. |
| 6120205 | Zill, 1990 (Behavior Problems Index) | 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 | Externalizing behaviors | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME] behavior during the past three months.  Describe how often this student demonstrates the behavior.  Argues too much  Never  Sometimes  Often  Very often  Always | Student name fill added to clarify which student the teacher should describe. |
| 6120206 | Zill, 1990 (Behavior Problems Index) | 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 | Externalizing behaviors | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME]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 | Student name fill added to clarify which student the teacher should describe. |
| 6120207 | Zill, 1990 (Behavior Problems Index) | 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 | Externalizing behaviors | Modified from source | 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. | Unchanged from IVFT | For each item below, please think about [FILL PRELOADED STUDENT NAME]'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 | Student name fill added to clarify which student the teacher should describe. |
| 6120301 | ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25a) | 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 | Victimization | Modified from source | 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. | Unchanged from IVFT | Next are some questions about [FILL PRELOADED STUDENT NAME]’S interactions with other students.  During this school year, how often have other students...  Teased, made fun of, or called this student names  Never  Sometimes  Often  Very often  Always | Student name fill added to clarify which student the teacher should keep in mind. |
| 6120302 | ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25b) | 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 | Victimization | Modified from source | 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. | Unchanged from IVFT | During this school year, how often have other students...  Pushed, shoved, slapped, hit, or kicked this student  Never  Sometimes  Often  Very often  Always |  |
| 6120303 | ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25c) | 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 | Victimization | Modified from source | 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. | Unchanged from IVFT | During this school year, how often have other students...  Told lies or untrue stories about this student  Never  Sometimes  Often  Very often  Always |  |
| 6120304 | ECLS-K:2011 (2nd grade teacher - child level questionnaire, D25d) | 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 | Victimization | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 6120401 | Fast Track Project Social Competence Scale - Teacher Version | Not at all  A little  Moderately well  Well  Very well 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 | Social skills and positive behaviors | Unchanged from source | 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 |  | Unchanged from IVFT | 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 | Student name fill added to clarify which student the teacher should describe. |
| 6120402 | Fast Track Project Social Competence Scale - Teacher Version | Not at all  A little  Moderately well  Well  Very well 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 | Social skills and positive behaviors | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME].  Is helpful to others Not at all  A little  Moderately well  Well  Very well | Student name fill added to clarify which student the teacher should describe. |
| 6120403 | Fast Track Project Social Competence Scale - Teacher Version | Not at all  A little  Moderately well  Well  Very well 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 | Social skills and positive behaviors | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME].  Can give suggestions and opinions without being bossy. Not at all  A little  Moderately well  Well  Very well | Student name fill added to clarify which student the teacher should describe. |
| 6120404 | Fast Track Project Social Competence Scale - Teacher Version | Not at all  A little  Moderately well  Well  Very well 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 | Social skills and positive behaviors | Unchanged from source | 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 |  | Unchanged from IVFT | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME].  Acts friendly toward others Not at all  A little  Moderately well  Well  Very well | Student name fill added to clarify which student the teacher should describe. |
| 6120405 | Fast Track Project Social Competence Scale - Teacher Version | Please rate each of the listed behaviors according to how well it describes this student.  Very good at understanding other people's feelings | Social skills and positive behaviors | Modified from source | 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. | Unchanged from IVFT | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME].  Understands others Not at all  A little  Moderately well  Well  Very well | Student name fill added to clarify which student the teacher should describe. |
| 6130101 | Skinner et al. 2008 (Teacher Report) | 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 | Math classroom performance | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME].  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 | Student name fill added to clarify which student the teacher should keep in mind. |
| 6130102 | Skinner et al. 2008 (Teacher Report) | 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 | Math classroom performance | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME].  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 | Student name fill added to clarify which student the teacher should keep in mind. |
| 6130103 | Skinner et al. 2008 (Teacher Report) | 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 | Math classroom performance | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME].  When I explain new material, this student listens carefully Not at all true  A little bit true  Somewhat true  Mostly true  Very true | Student name fill added to clarify which student the teacher should keep in mind. |
| 6130104 | Skinner et al. 2008 (Teacher Report) | 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 | Math classroom performance | Modified from source | 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. | Unchanged from IVFT | Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME].  In my class, this student does more than required Not at all true  A little bit true  Somewhat true  Mostly true  Very true | Student name fill added to clarify which student the teacher should keep in mind. |
| 6130105 | Skinner et al. 2008 (Teacher Report) | When this student doesn't do well, he or she works harder. 1. Not at all true  2. Not very true  3. Sort of true  4. Very true | Math classroom performance | Modified from source | Please indicate the extent to which each of the following statements is true for this student.  When this student doesn't do well, [he/she] works harder 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. | Unchanged from IVFT | Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME].  When this student doesn't do well, [he/she] works harder Not at all true  A little bit true  Somewhat true  Mostly true  Very true | Student name fill added to clarify which student the teacher should keep in mind. |
| 6130201 | HSLS:09 (Student Baseline; Sect. E, d) | How often does this student  Go to class late? 1. Never  2. Rarely  3. Sometimes  4. Often | School and class attendance | Modified from source | Next are some questions about this student's attendance.  Over the last month, how often has this student been...  Late to your class  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. | Modified from IVFT | Next are some questions about [FILL PRELOADED STUDENT NAME]'s attendance.  Over the last month, how often has [FILL PRELOADED STUDENT NAME] been...  Late to your class.  0 times  1-2 times  3-6 times  7-9 times  10-12 times  13 or more times | Added period to end of statement to be consistent with other items.  Student name fill added to clarify which student the teacher should keep in mind. |
| 6130202 | ECLS-K (Math Teacher, Grade 8; 8c) | How often is this student…  Absent from your class? 1. Never  2. Rarely  3. Some of the time  4. Most of the time  5. All of the time | School and class attendance | Modified from source | Over the last month, how often has this student been…  Absent from your class  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. | Modified from IVFT | Over the last month, how often has [FILL PRELOADED STUDENT NAME] been…  Absent from your class.  0 times  1-2 times  3-6 times  7-9 times  10-12 times  13 or more times | Added period to end of statement to be consistent with other items.  Student name fill added to clarify which student the teacher should keep in mind. |
| 6130301 | HSLS:09 (Student Baseline; Sect. E, a) | How often does this student  Go to class without his or her homework done? 1. Never  2. Rarely  3. Sometimes  4. Often | Academic engagement (such as class preparedness and persistence) | Modified from source | Over the last month, how often did this student…  Come to class without completing prior assignments or homework 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 from “homework” to include assignments more generally to make more age approp | Unchanged from IVFT | Over the last month, how often did [FILL PRELOADED STUDENT NAME]…  Come to class without completing prior assignments or homework 0 times  1-2 times  3-6 times  7-9 times  10-12 times  13 or more times | Student name fill added to clarify which student the teacher should keep in mind. |
| 6130302 | HSLS:09 (Student Baseline; Sect. E, b) | How often does this student  Go to class without pencil or paper? 1. Never  2. Rarely  3. Sometimes  4. Often | Academic engagement (such as class preparedness and persistence) | Modified from source | 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. | Unchanged from IVFT | Over the last month, how often did [FILL PRELOADED STUDENT NAME]…  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 | Student name fill added to clarify which student the teacher should keep in mind. |
| 6140101 | ECLS-K (Math Teacher, Grade 5, #1a) | 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 | Math support services | Modified from source | 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. | Unchanged from IVFT | How often does [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should keep in mind. |
| 6140102 | ECLS-K (Math Teacher, Grade 5, #1b) | 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 | Math support services | Modified from source | 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. | Modified from IVFT | How often does [FILL PRELOADED STUDENT NAME] receive instruction and/or related services in any of the following types of programs in your school during the day?  Small group pull-out instruction 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 | Added "instruction" to clarify that it is "pull-out instruction". |
| 6140103 | ECLS-K (Math Teacher, Grade 5, #1c) | 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 | Math support services | Modified from source | 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. | Unchanged from IVFT | How often does [FILL PRELOADED STUDENT NAME] 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 | Student name fill added to clarify which student the teacher should keep in mind. |
| 6140200 | ECLS-K (Math Teacher, Grade 8, 10) | Have you recommended this student for academic honors, advanced placement, or honors classes?  Yes  No  Not applicable (no such honor available) | Recommendation for honors/AP | Unchanged from source | Have you recommended this student for academic honors, advanced placement, or honors classes?  Yes  No  Not applicable (no such honor available) |  | Unchanged from IVFT | Have you recommended [FILL PRELOADED STUDENT NAME] for academic honors, advanced placement, or honors classes?  Yes  No  Not applicable (no such honor available) | Student name fill added to clarify which student the teacher should keep in mind. |

# Special Education Teacher Survey Items

| **MGLS ID number (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording with Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording with Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  | Teachers will be asked to verify if they teach specific students at a specific school in SC01 which will serve as the verification that we have the correct teacher. |
|  |  |  |  |  |  |  |  |  | Teachers can correct the spelling of their name on the incentive screen in INCENT\_ADDR. |
| SC01 | New item |  | Screener | New item | Are you currently the teacher or special education provider for [STUDENT NAME]? |  | Modified from IVFT | Have you served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2016-2017)? 1. Yes, and I am the current teacher or special education provider for [STUDENT NAME] 2. Yes, although I am not currently the teacher or special education provider for [STUDENT NAME] 3. No | Question modified to include date and screen for appropriate respondents |
| SC01a | New item |  | Screener |  |  |  | New for OFT | In what month and year did you last serve as the teacher or special education provider for [STUDENT NAME]? Month. Year. | Question added to screen for appropriate respondents |
| SC02 | New item |  | Screener | New item | You indicated that you are not currently the teacher or special education provider for [STUDENT NAME]. What is the main reason you are not [STUDENT NAME]'s teacher or service provider? 1. [STUDENT NAME] moved to another teacher or provider in the same school 2. [STUDENT NAME] moved to another school in the same district 3. [STUDENT NAME] left the district 4. [STUDENT NAME] was never in my class/I was never [STUDENT NAME]'s teacher or service provider/I don't know [STUDENT NAME] |  | Modified from IVFT | Has anyone else at your school served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2016-17)? 1. Yes 2. No | Question reduced because we do not need to know info on ineligible students (if student left school) |
| SC03 | New item |  | Screener | New item | What is the name of the current teacher or special education provider for [STUDENT NAME]? |  | Modified from IVFT | What is the name of the teacher or special education provider for [STUDENT NAME]? | Question modified to align with SC02 |
| SC03a | New item |  | Screener | New item | What is the name of the school where [STUDENT NAME] went? |  | Dropped for OFT |  | Question not needed to determine eligibility. |
| SC04 | New item |  | Screener | New item | Please record the last date [STUDENT NAME] was in your class. Month. Day. Year. |  | Dropped for OFT |  | Question not needed to determine eligibility. |
| 7010100 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  14) | Which of the following best describes your current position in this school?    Select only one.  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) | Teacher assignment and position for current school year | Modified from source | Which of the following best describes your current position in this school?  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. | Unchanged from IVFT | First we would like to ask you some questions about your current position or assignment.  Which of the following best describes your current position in this school?  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) | Intro text was missing, so added here. |
| 7010201 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  15) | How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?    MARK ONLY ONE.  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) | Teacher assignment and position for current school year | Modified from source | 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?  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. | Unchanged from IVFT | 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?  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) |  |
| 7010300 | New Item |  | Teacher assignment and position for current school year | New Item | Do you co-teach with another teacher or professional educator?  1. Yes  2. No |  | Modified from IVFT | You have completed the portion of the survey about your students that are in the study. Thank you. Now we have some questions about you and your instructional practices. Do you co-teach with another teacher or professional educator?  1. Yes  2. No | Added introduction to section, given that teacher-level information will be collected after student-level information |
| 7010401 | New Item |  | Instruction and instructional environment | New Item | Which of the following models best describes your current co-teaching arrangement?  1. One teach, one drift (one teacher leads the class and the other moves throughout the classroom to make sure everyone is on track).  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).  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).  4. Parallel teaching (both teachers are teaching at the same time, and both lead discussion; class may be divided into groups).  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).  6. Other (please specify) |  | Unchanged from IVFT | Which of the following models best describes your current co-teaching arrangement?  1. One teach, one drift (one teacher leads the class and the other moves throughout the classroom to make sure everyone is on track).  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).  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).  4. Parallel teaching (both teachers are teaching at the same time, and both lead discussion; class may be divided into groups).  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).  6. Other (please specify) |  |
| 7010501 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  16) | During this school year, where have you worked with students with IEPs?  In a general education classroom  1. Yes  2. No | Instruction and instructional environment | Unchanged from source | During this school year, where have you worked with students with IEPs?  In a general education classroom  1. Yes  2. No |  | Modified from IVFT | During this school year, where have you worked with students with IEPs?  Select all that apply.  A05a. In a general education classroom | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7010502 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  16) | During this school year, where have you worked with students with IEPs?  In a special education classroom  1. Yes  2. No | Instruction and instructional environment | Unchanged from source | During this school year, where have you worked with students with IEPs?  In a special education classroom  1. Yes  2. No |  | Modified from IVFT | During this school year, where have you worked with students with IEPs?  Select all that apply.  A05b. In a special education classroom | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7010503 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  16) | During this school year, where have you worked with students with IEPs?  In a non-classroom space (e.g. office, therapy room, small work space, mobile van, etc.)  1. Yes  2. No | Instruction and instructional environment | Unchanged from source | During this school year, where have you worked with students with IEPs?  In a non-classroom space (e.g. office, therapy room, small work space, mobile van, etc.)  1. Yes  2. No |  | Modified from IVFT | During this school year, where have you worked with students with IEPs?  Select all that apply.  A05c. In a non-classroom space (e.g. office, therapy room, small work space, mobile van, etc.) | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7010504 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  16) | During this school year, where have you worked with students with IEPs?  Other (please specify)  1. Yes  2. No | Instruction and instructional environment | Unchanged from source | During this school year, where have you worked with students with IEPs?  Other (please specify)  1. Yes  2. No |  | Modified from IVFT | During this school year, where have you worked with students with IEPs?  Select all that apply.  A05d. Other (please specify) | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7010505 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  16) | During this school year, where have you worked with students with IEPs?  I do not work directly with students who have IEPs  1. Yes  2. No | Instruction and instructional environment | Unchanged from source | During this school year, where have you worked with students with IEPs?  I do not work directly with students who have IEPs  1. Yes  2. No |  | Modified from IVFT | During this school year, where have you worked with students with IEPs?  Select all that apply.  A05e. I do not work directly with students who have IEPs | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7010600 | MGLS Team |  | Instruction and instructional environment | New Item | Do you teach mathematics to students who have IEPs? 1. Yes  2. No |  | Unchanged from IVFT | Do you teach mathematics to students who have IEPs? 1. Yes  2. No |  |
| 7010700 | New Item |  | Instruction and instructional environment |  |  |  | New item | Do you teach academic content to students who have IEPs?  1. Yes  2. No | Added item to route respondents to item 7010710. |
| 7010701 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  a. Have students discuss different ways to solve a problem  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  a. Have students discuss different ways to solve a problem  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010702 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  b. Have students generate new strategies  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  b. Have students generate new strategies  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010703 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  c. Have students work on an investigation, problem or project over an extended period of time  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  c. Have students work on an investigation, problem or project over an extended period of time  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010704 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  d. Have students solve problems using multiple methods  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  d. Have students solve problems using multiple methods  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010705 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  e. Begin instructional units with worked examples (explaining how work is completed, step by step, and what you think as you complete each step)  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  e. Begin instructional units with worked examples (explaining how work is completed, step by step, and what you think as you complete each step)  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010706 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  f. Teach the most efficient solution strategy using simple, direct language  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  f. Teach the most efficient solution strategy using simple, direct language  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010707 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  g. Have students explain solutions in their own words  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  g. Have students explain solutions in their own words  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010708 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  h. Have students practice solution strategies that you taught  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  h. Have students practice solution strategies that you taught  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010709 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  i. Have students explain how taught strategies are efficient  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  i. Have students explain how taught strategies are efficient  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  |
| 7010710 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  j. Provide students with background knowledge and skills  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Modified from IVFT | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  a. Provide students with background knowledge and skills  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Changed item to be more general and about teaching "academic content" rather then focused only on "mathematics".  Moved grid item to be separate from items about mathematics instructional stragies. |
| 7010711 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  k. Provide practice for prescribed strategies  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Modified from IVFT | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  b. Provide practice for prescribed strategies  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Changed item to be more general and about teaching "academic content" rather than focused only on "mathematics".  Moved grid item to be separate from items about mathematics instructional strategies. |
| 7010712 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  l. Incorporate systematic cumulative reviews of skills and information  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Modified from IVFT | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  c. Incorporate systematic cumulative reviews of skills and information  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Changed item to be more general and about teaching "academic content" rather than focused only on "mathematics".  Moved grid item to be separate from items about mathematics instructional stragies. |
| 7010713 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  m. Include self-regulation strategies that promote on-task thinking and hard work  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Modified from IVFT | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  d. Include self-regulation strategies that promote on-task thinking and hard work  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Changed item to be more general and about teaching "academic content" rather than focused only on "mathematics".  Moved grid item to be separate from items about mathematics instructional strategies. |
| 7010714 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  n. Explicitly teach for transfer of skills and strategies  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Modified from IVFT | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  e. Explicitly teach for transfer of skills and strategies  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Changed item to be more general and about teaching "academic content" rather than focused only on "mathematics".  Moved grid item to be separate from items about mathematics instructional strategies. |
| 7010715 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  o. Use validated forms of progress monitoring of student responsiveness to the instruction or intervention  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Modified from IVFT | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  f. Use validated forms of progress monitoring of student responsiveness to the instruction or intervention  Select one per row 1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Changed item to be more general and about teaching "academic content" rather then focused only on "mathematics".  Moved grid item to be separate from items about mathematics instructional stragies. |
| 7010716 | New Item |  | Instruction and instructional environment | New Item | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  p. Apply validated decision-making rules with progress monitoring tools to determine when to revise the program  Select one per row  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day |  | Modified from IVFT | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  g. Apply validated decision-making rules with progress monitoring tools to determine when to revise the program  Select one per row 1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Changed item to be more general and about teaching "academic content" rather then focused only on "mathematics".  Moved grid item to be separate from items about mathematics instructional stragies. |
| 7010721 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  a. Time delay (e.g., constant, progressive)  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010722 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  b. Computer assisted instruction  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010723 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  c. Community-based instruction  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010724 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  d. Video modeling  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010725 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  e. Prompting strategies  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010726 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  f. Mnemonic strategies  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010727 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  g. One-more-than (next dollar strategy)  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010728 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  h. Peer mediated instruction  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010729 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  i. Visual displays  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010730 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities.  Always  Often  Sometimes  Never | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | When teaching transition and life skills, how often do you use the following instructional strategies:  j. Self-management (self-monitoring, self-instruction)  1. Never  2. Once a month or less  3. Two or three times a month  4. Once or twice a week  5. Three or four times a week  6. Every day | Subset of categories used from Mazzotti/Plotner survey; wording and response options modified for applicability to and consistency with MGLS:2017 survey. |
| 7010801 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  a. I really enjoy my present job.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  a. I really enjoy my present job.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”). | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  a. I really enjoy my present job.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010802 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  b. I am certain I am making a difference in the lives of the children I work with.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  b. I am certain I am making a difference in the lives of the students I work with.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”). | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  b. I am certain I am making a difference in the lives of the students I work with.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010803 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  c. If I could start over, I would choose this career again.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  c. If I could start over, I would choose this career again.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”). | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  c. If I could start over, I would choose this career again.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010804 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  d. I am satisfied with my class size/caseload.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  d. I am satisfied with my class size/caseload.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”). | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  d. I am satisfied with my class size/caseload.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010805 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  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.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”).  Added response options to measure additional common concerns that teachers may have at this grade level. | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  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.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010806 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  f. I get frustrated working with general education teachers.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”).  Added response options to measure additional common concerns that teachers may have at this grade level. | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  f. I get frustrated working with general education teachers.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010807 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  g. I plan to continue to teach special education for at least the next five years.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”).  Added response options to measure additional common concerns that teachers may have at this grade level. | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  g. I plan to continue to teach special education for at least the next five years.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010808 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  17) | Please indicate the extent to which you agree or disagree with each of the following statements on working with children.  MARK ONE ON EACH ROW.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment | Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  h. The amount of paperwork that I need to complete for my students takes away from my ability to deliver high quality instruction.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Changed question stem to make more age-appropriate (“statements on teaching” rather than “statements on working with children”).  Added response options to measure additional common concerns that teachers may have at this grade level. | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching.  h. The amount of paperwork that I need to complete for my students takes away from my ability to deliver high quality instruction.  Select one per row  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree |  |
| 7010821 | New item |  | Recommended by MGLS:2017 TRP; Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  a. I have a team of professionals who support my work with students  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | The response options are reversed from what was originally proposed, which enables the response options to stay consistent with the previous item set. The instruction was changed to reference both disagree and agree since those are both in the response options. |
| 7010822 | New item |  | Recommended by MGLS:2017 TRP; Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  b. I have regular meetings with consultants  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | The response options are reversed from what was originally proposed, which enables the response options to stay consistent with the previous item set. The instruction was changed to reference both disagree and agree since those are both in the response options. |
| 7010823 | New item |  | Recommended by MGLS:2017 TRP; Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  C. I often feel isolated in my school  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | The response options are reversed from what was originally proposed, which enables the response options to stay consistent with the previous item set. The instruction was changed to reference both disagree and agree since those are both in the response options. |
| 7010831 | Project EVOLVE | Please indicate how strongly you agree with each of the following statements:  a. I have adequate planning time.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  a. I have adequate planning time.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | In order to not bias toward agree, the instruction needed to reference both disagree and agree since those are both in the response options. Changed the instruction to include the word "…indicate the extent to which you agree or disagree with." The response options were reversed from the original in order to be consistent with the previous set of items. |
| 7010832 | Project EVOLVE | Please indicate how strongly you agree with each of the following statements:  b. I meet regularly with other special education professionals about how to meet the needs of the students that I serve.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  b. I meet regularly with other special education professionals about how to meet the needs of the students that I serve.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | In order to not bias toward agree, the instruction needed to reference both disagree and agree since those are both in the response options. Changed the instruction to include the word "…indicate the extent to which you agree or disagree with." The response options were reversed from the original in order to be consistent with the previous set of items. |
| 7010833 | Project EVOLVE | Please indicate how strongly you agree with each of the following statements:  c. I have adequate support from my colleagues.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  c. I have adequate support from my colleagues.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | In order to not bias toward agree, the instruction needed to reference both disagree and agree since those are both in the response options. Changed the instruction to include the word "…indicate the extent to which you agree or disagree with." The response options were reversed from the original in order to be consistent with the previous set of items. |
| 7010834 | Project EVOLVE | Please indicate how strongly you agree with each of the following statements:  d. It is difficult to motivate general education teachers to invest in the strategies that will help my students.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  d. It is difficult to motivate general education teachers to invest in the strategies that will help my students.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | In order to not bias toward agree, the instruction needed to reference both disagree and agree since those are both in the response options. Changed the instruction to include the word "…indicate the extent to which you agree or disagree with." The response options were reversed from the original in order to be consistent with the previous set of items. |
| 7010835 | Project EVOLVE | Please indicate how strongly you agree with each of the following statements:  e. I check in every week with the general education teachers who are teaching my students.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  e. I check in every week with the general education teachers who are teaching my students.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | In order to not bias toward agree, the instruction needed to reference both disagree and agree since those are both in the response options. Changed the instruction to include the word "…indicate the extent to which you agree or disagree with." The response options were reversed from the original in order to be consistent with the previous set of items. |
| 7010836 | Project EVOLVE | Please indicate how strongly you agree with each of the following statements:  f. The school supports inclusion in general education classrooms by accommodating the needs of special education students.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | Instruction and instructional environment |  |  |  | New for OFT/Modified from source | Please indicate the extent to which you agree or disagree with each of the following statements:  f. The school supports inclusion in general education classrooms by accommodating the needs of special education students.  1. Strongly disagree  2. Disagree  3. Neither disagree nor agree  4. Agree  5. Strongly agree | In order to not bias toward agree, the instruction needed to reference both disagree and agree since those are both in the response options. Changed the instruction to include the word "…indicate the extent to which you agree or disagree with." The response options were reversed from the original in order to be consistent with the previous set of items. |
| 7010900 | ECLS-K:2011 (Kindergarten Special Education Teacher A; Spring 2011; 18) | During this school year, how many students with IEPs have you worked with or provided services for, on average, each week?  1. 1-10  2. 11-20  3. 21-40  4. More than 40  5. Don’t know | Instruction and instructional environment | Unchanged from source | During this school year, how many students with IEPs have you worked with or provided services for, on average, each week?  1. 1-10  2. 11-20  3. 21-40  4. More than 40  5. Don’t know |  | Unchanged from IVFT | 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 conult 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 | Text was missing from this table, so added here. |
| 7020100 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 1) | What is your sex?  1. Male  2. Female | Demographics | Unchanged from source | What is your sex?  1. Male  2. Female |  | Unchanged from IVFT | The next several questions ask about your background and education.  What is your sex?  1. Male  2. Female | Text was missing from this table, so added here. |
| 7020200 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 2) | In what year were you born? | Demographics | Unchanged from source | In what year were you born? |  | Unchanged from IVFT | In what year were you born? |  |
| 7020300 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 3 | Are you Hispanic or Latino/Latina?  1. Yes  2. No | Demographics | Unchanged from source | Are you Hispanic or Latino/Latina?  1. Yes  2. No |  | Unchanged from IVFT | Are you of Hispanic or Latino/Latina origin?  1. Yes  2. No |  |
| 7020401 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 4) | Which best describes your race? MARK ONE OR MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.  1. White 2. Black of African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native | Teacher demographic information | Modified from source | Which of the following best describes your race? You may choose more than one.  1. White | Key demographic items were updated for consistency across MGLS:2017 instruments. | Modified from IVFT | Which of the following best describes your race?  1. White | Deleted the text "You may choose more than one." |
| 7020402 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 4) | Which best describes your race? MARK ONE OR MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.  1. White 2. Black of African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native | Teacher demographic information | Modified from source | Which of the following best describes your race? You may choose more than one.  2. Black of African America | Key demographic items were updated for consistency across MGLS:2017 instruments. | Modified from IVFT | Which of the following best describes your race?  2. Black or African American | Deleted the text "You may choose more than one." |
| 7020403 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 4) | Which best describes your race? MARK ONE OR MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.  1. White 2. Black of African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native | Teacher demographic information | Modified from source | Which of the following best describes your race? You may choose more than one.  3. Asian | Key demographic items were updated for consistency across MGLS:2017 instruments. | Modified from IVFT | Which of the following best describes your race?  3. Asian | Deleted the text "You may choose more than one." |
| 7020404 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 4) | Which best describes your race? MARK ONE OR MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.  1. White 2. Black of African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native | Teacher demographic information | Modified from source | Which of the following best describes your race? You may choose more than one.  4. Native Hawaiian or other Pacific Islander | Key demographic items were updated for consistency across MGLS:2017 instruments. | Modified from IVFT | Which of the following best describes your race?  4. Native Hawaiian or other Pacific Islander | Deleted the text "You may choose more than one." |
| 7020405 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 4) | Which best describes your race? MARK ONE OR MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.  1. White 2. Black of African American 3. Asian 4. Native Hawaiian or other Pacific Islander 5. American Indian or Alaska Native | Teacher demographic information | Modified from source | Which of the following best describes your race? You may choose more than one.  5. American Indian or Alaska Native | Key demographic items were updated for consistency across MGLS:2017 instruments. | Modified from IVFT | Which of the following best describes your race?  5. American Indian or Alaska Native | Deleted the text "You may choose more than one." |
| 7020500 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 5) | What is the highest level of education you have completed? MARK ONLY ONE.  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 | Teacher demographic information | Modified from source | What is the highest level of education you have completed?  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) | Removed “don’t know” response option as respondents are expected to know their level of education.  Examples of advanced degree include Ed.D rather than MD since respondents are teachers. | Unchanged from IVFT | What is the highest level of education you have completed?  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., Ed.D) |  |
| 7020601 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  a. Emergency credential  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  a. Emergency credential  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  a. Emergency credential  Select all that apply | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020602 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  b. Provisional or temporary credential  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  b. Provisional or temporary credential  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  b. Provisional or temporary credential  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020603 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  c. Disability-specific credential or endorsement  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  c. Disability-specific credential or endorsement  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  c. Disability-specific credential or endorsement  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020604 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  d. Special education credential or endorsement (for more than one disability category)  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  d. Special education credential or endorsement (for more than one disability category)  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  d. Special education credential or endorsement (for more than one disability category)  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020605 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  e. General education credential  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  e. General education credential  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  e. General education credential  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020606 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?    f. Speech/language therapy state license or certification  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?    f. Speech/language therapy state license or certification  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?    f. Speech/language therapy state license or certification  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020607 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  g. Physical therapy state license or certification  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  g. Physical therapy state license or certification  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  g. Physical therapy state license or certification  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020608 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  h. Occupational therapy state license or certification  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  h. Occupational therapy state license or certification  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  h. Occupational therapy state license or certification  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020609 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  i. Social work license or certification  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  i. Social work license or certification  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  i. Social work license or certification  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020610 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  j. School psychology license or certification  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  j. School psychology license or certification  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  j. School psychology license or certification  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020611 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  k. Clinical psychology license or certification  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  k. Clinical psychology license or certification  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  k. Clinical psychology license or certification  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020612 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  l. Certificate of Clinical Competence  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  l. Certificate of Clinical Competence  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  l. Certificate of Clinical Competence  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020613 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011;  10) | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  m. Other professional license, credential, or endorsement (please specify)  Select one per row  1. Yes  2. No | Teacher experience and training | Unchanged from source | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  m. Other professional license, credential, or endorsement (please specify)  Select one per row  1. Yes  2. No |  | Modified from IVFT | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?  m. Other professional license, credential, or endorsement (please specify)  Select all that apply. | The item type was changed to "select all that apply" to reduce respondent burden. |
| 7020700 | HSLS:09  (Teacher, Baseline; Section A) | Which of the following describes the math teaching certificate you currently hold in [your state]?  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. You do not hold any of these certifications in this state | Teacher experience and training | Modified from source | Which of the following describes the teaching certificate you currently hold in [STATE]?  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 | Revised question text to focus on teaching certification in general and not math certificate to make applicable to Special Education Teacher. | Modified from IVFT | Which of the following describes the teaching certificate you currently hold?  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 | Removed "STATE" prefill to make the question more generic. |
| 7020801 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  1. Early childhood or Pre-k, general |  | Modified from IVFT | In what subject(s) are you certified?  a. Early childhood or Pre-k, general | Removed "STATE" prefill to make the question more generic. |
| 7020802 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  2. Elementary grades, general |  | Modified from IVFT | In what subject(s) are you certified?  b. Elementary grades, general | Removed "STATE" prefill to make the question more generic. |
| 7020803 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  3. Middle grades, general |  | Modified from IVFT | In what subject(s) are you certified?  c. Middle grades, general | Removed "STATE" prefill to make the question more generic. |
| 7020804 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  4. Secondary grades, general |  | Modified from IVFT | In what subject(s) are you certified?  d. Secondary grades, general | Removed "STATE" prefill to make the question more generic. |
| 7020805 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  5. Special education, general |  | Modified from IVFT | In what subject(s) are you certified?  e. Special education, general | Removed "STATE" prefill to make the question more generic. |
| 7020806 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  6. Specific area of disability (for example, autism, learning disabilities, etc.) Specify: |  | Modified from IVFT | In what subject(s) are you certified?  f. Specific area of disability (for example, autism, learning disabilities, etc.) Specify: | Removed "STATE" prefill to make the question more generic. |
| 7020807 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  7. Programs that focus on developing students' literacy soley in English or programs that focus on developing students' literacy in two languages: general |  | Modified from IVFT | In what subject(s) are you certified?  g. Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education): general | Changed the response option to a shorter description: "Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education)” to increase clarity and reduce burden.  Removed "STATE" prefill to make the question more generic. |
| 7020808 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  8. Programs that focus on developing students' literacy soley in English or programs that focus on developing students' literacy in two language: Spanish |  | Modified from IVFT | In what subject(s) are you certified?  h. Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education): Spanish | Changed the response option to a shorter description: "Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education)” to increase clarity and reduce burden.  Removed "STATE" prefill to make the question more generic. |
| 7020809 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  9. Programs that focus on developing students' literacy soley in English or programs that focus on developing students' literacy in two language: Other |  | Modified from IVFT | In what subject(s) are you certified?  i. Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education): other | Changed the response option to a shorter description: "Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education)” to increase clarity and reduce burden.  Removed "STATE" prefill to make the question more generic. |
| 7020810 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  10. English/Language arts |  | Modified from IVFT | In what subject(s) are you certified?  j. English/Language arts | Removed "STATE" prefill to make the question more generic. |
| 7020811 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  11. Reading |  | Modified from IVFT | In what subject(s) are you certified?  k. Reading | Removed "STATE" prefill to make the question more generic. |
| 7020812 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  12. Speech |  | Modified from IVFT | In what subject(s) are you certified?  l. Speech | Removed "STATE" prefill to make the question more generic. |
| 7020813 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  13. Mathematics |  | Modified from IVFT | In what subject(s) are you certified?  m. Mathematics | Removed "STATE" prefill to make the question more generic. |
| 7020814 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  14. Science (including general science, biology or life sciences, earth science, and other natural sciences) |  | Modified from IVFT | In what subject(s) are you certified?  n. Science (including general science, biology or life sciences, earth science, and other natural sciences) | Removed "STATE" prefill to make the question more generic. |
| 7020815 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  15. Social studies (including history, government or civics, geography) |  | Modified from IVFT | In what subject(s) are you certified?  o. Social studies (including history, government or civics, geography) | Removed "STATE" prefill to make the question more generic. |
| 7020816 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  16. Social or behavioral science (including psychology, sociology, anthropology, and other social sciences) |  | Modified from IVFT | In what subject(s) are you certified?  p. Social or behavioral science (including psychology, sociology, anthropology, and other social sciences) | Removed "STATE" prefill to make the question more generic. |
| 7020817 | New Item |  | Teacher experience and training | New Item | In what subject(s) are you certified in [STATE]?  17. Other (specify) |  | Modified from IVFT | In what subject(s) are you certified?  q. Other (please specify) | Removed "STATE" prefill to make the question more generic. |
| 7020901 | New Item |  | Teacher experience and training | New Item | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  1. College courses |  | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  1. College courses |  |
| 7020902 | New Item |  | Teacher experience and training | New Item | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  2. Professional development |  | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  2. Professional development |  |
| 7020903 | New Item |  | Teacher experience and training | New Item | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  3. Personal reading and study |  | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  3. Personal reading and study |  |
| 7020904 | New Item |  | Teacher experience and training | New Item | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  4. I have not received any training on issues related to Response to Intervention |  | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  4. I have not received any training on issues related to Response to Intervention |  |
| 7020905 | New Item |  | Teacher experience and training | New Item | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  5. Other training (please specify) |  | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources?  5. Other training (please specify) |  |
| 7030100 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 7) | 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. | Teacher experience and training | Modified from source | 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. | Unchanged from IVFT | Counting this school year, how many years have you worked in your current school, including part time?  Enter the number of years.  If you have been working for less than one year, enter 1.  \_\_\_\_\_YEARS WORKED IN CURRENT SCHOOL | Text was missing from this doc so added here for consistency. |
| 7030200 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 8) | 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. | Teacher experience and training | Modified from source | 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. | Unchanged from IVFT | 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?  Enter the number of years.  If you have been working for less than one year, enter 1.  \_\_\_\_\_YEARS WORKED WITH SPECIAL EDUCATION STUDENTS | Text was missing from this doc so added here for consistency. |
| 7030300 | ECLS-K:2011  (Kindergarten Special Education Teacher A; Spring 2011; 9) | 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.  WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3, 3.5).  \_\_\_\_\_.\_\_\_Years | Teacher experience and training | Modified from source | 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. | Unchanged from IVFT | Next, we would like to ask about your years of experience.  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 | Intro text was missing in this doc, so added here for consistency. |
| 7030400 | Recommended by MGLS:2017 TRP | How many years of experience do you have teaching general education math classes to students (in any grades 6-12)? | Teacher experience and training |  |  |  | New for OFT/Modified from source | Counting this school year, how many years of experience do you have teaching general education math classes to students (in any grades 6-12)?  Enter the number of years.  If you have been working for less than one year, enter 1.  \_\_\_ | Added "Counting this school year" to be consistent with similar items in this section. |

# Special Education Teacher Survey Items: Teacher Student Report

| **MGLS ID number (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording with Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording with Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7040100 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 1 | Is this child currently receiving gifted/talented services through an IEP, or has the child received such services during this school year?   1. Yes 2. No | Student grade and IEP status | Modified from source | Is [STUDENT NAME] currently receiving gifted/talented services or has [STUDENT NAME] received such services during this school year?  1. Yes 2. No | Removed reference to student receiving gifted/talented services through an IEP to better reflect the disability focus of this instrument. | Unchanged from IVFT | \_\_\_\_\_YEARS WORKED TEACHING MATH 6-12 | Text was missing from this doc, so added here for consistency. |
| 7040200 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 1 | Is {STUDENT NAME} currently receiving special education services through an IEP, due to a disability, or has {STUDENT NAME} received such services during this school year?  1. Yes 2. No | Student grade and IEP status | Unchanged from source |  |  | Unchanged from IVFT | Is [STUDENT NAME] currently receiving special education services through an IEP, due to a disability, or has[{STUDENT NAME] received such services during this school year?  1. Yes 2. No | Text was missing from this doc, so added here for consistency. |
| 7040301 | New | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you...  A03a. Provide instruction directly to the student   Select yes or no on each row. 1. Yes 2. No | Student grade and IEP status | Unchanged from source | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you…  Select all that apply A03a. Provide instruction directly to the student |  | Modified from IVFT | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you…  Select all that apply  A03a. Provide instruction directly to the student | Item changed to 'select all that apply' from 'select yes or no on each row' to reduce screen text and respondent burden. |
| 7040302 | New | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you...  A03b. Provide related services directly to the student   Select yes or no on each row. 1. Yes 2. No | Student grade and IEP status | Unchanged from source |  |  | Modified from IVFT | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you…  Select all that apply  A03. Provide related services directly to the student? | Item changed to 'select all that apply' from 'select yes or no on each row' to reduce screen text and respondent burden. |
| 7040303 | New | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you...  A03c. Provide consultation services directly to the student   Select yes or no on each row. 1. Yes 2. No | Student grade and IEP status | Unchanged from source | A03a. Provide instruction directly to the student |  | Modified from IVFT | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you…  Select all that apply  A03c. Provide consultation services directly to the student? | Item changed to 'select all that apply' from 'select yes or no on each row' to reduce screen text and respondent burden. |
| 7040304 | New | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you...  A03d. Provide indirect consultation services (e.g., consultation to the student's teacher)   Select yes or no on each row. 1. Yes 2. No | Student grade and IEP status | Unchanged from source |  |  | Modified from IVFT | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you…  Select all that apply  A03d. Provide indirect consultation services (e.g., consultation to the student's teacher)? | Item changed to 'select all that apply' from 'select yes or no on each row' to reduce screen text and respondent burden. |
| 7040305 | New | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you...  A03e. Provide case management   Select yes or no on each row. 1. Yes 2. No | Student grade and IEP status | Unchanged from source |  |  | Modified from IVFT | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you…  Select all that apply  A03e. Provide case management? | Item changed to 'select all that apply' from 'select yes or no on each row' to reduce screen text and respondent burden. |
| 7040306 | New | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you...  A03f. Other (please specify)   Select yes or no on each row. 1. Yes 2. No | Student grade and IEP status | Unchanged from source |  |  | Modified from IVFT | In what capacity or capacities do you teach or provide services to {STUDENT NAME}? Do you…  Select all that apply  A03a. Other (please specify)? | Item changed to 'select all that apply' from 'select yes or no on each row' to reduce screen text and respondent burden. |
| 7040400 | Modified ECLS-K (Special Education Teacher B, 8th Grade; 2) | In which grade is this student enrolled? MARK ONE RESPONSE ONLY. 1. Fifth grade  2. Sixth grade  3. Seventh grade  4. Eighth grade  5. Ninth grade 6. Tenth grade 7. This is an ungraded classroom | Student grade and IEP status | Modified from source | In which grade is [STUDENT NAME] enrolled?  1. Sixth grade  2. Seventh grade  3. Eighth grade  4. Ninth grade  5. This is an ungraded classroom | Removed fifth and tenth grade response options as those grades will not be included in the MGLS:2017 sample. | Modified from IVFT | In which grade is [STUDENT NAME] enrolled?  1. Sixth grade  2. This is an ungraded classroom | For the OFT and 6th grade national collection, only asking about grade 6 and ungraded classroom. Removed all other response options. |
| 7040500 | Modified ECLS-K (Special Education Teacher B, 8th Grade; 3) | When did this student first have an IEP?    MARK ONE RESPONSE ONLY. 1. Before fifth grade  2. During sixth grade  3. During seventh grade  4. During eighth grade  5. Don’t know | Student grade and IEP status | Modified from source | When did [STUDENT NAME] first have an IEP?  1. Before sixth grade  2. During sixth grade  3. During seventh grade  4. During eighth grade 5. During ninth grade  6. Don’t know | Changed first response option to “before sixth grade” and added option “during ninth grade” to better reflect MGLS sample. | Modified from IVFT | When did [STUDENT NAME] first have an IEP?  1. Before sixth grade  2. During sixth grade  3. Don’t know | For the OFT and 6th grade national collection, we will only ask about before or during grade 6 and retain a 'don't know response option. All other response options have been removed. |
| 7040600 | New |  | Student grade and IEP status | New item | Is this the student's first year enrolled at this school?  1. Yes 2. No 3. Don't know |  | Unchanged from IVFT | Is this the student's first year enrolled at this school?  1. Yes 2. No 3. Don't know |  |
| 7040700 | New | To what extent were you involved in planning the transition from preschool special education for this child? MARK ONLY ONE. 1. Not at all 2. Somewhat 3. Extensively | Student grade and IEP status | Modified from source | To what extent were you involved in planning the transition from the previous school's special education program for [STUDENT NAME]?  1. Not at all 2. Somewhat 3. Extensively | Adjusted to reflect middle school age group; A06 acts as screener so that this item now captures school transitions regardless of middle grades configuration (K-12 school vs. 6-8, etc.). | Unchanged from IVFT | To what extent were you involved in planning the transition from the previous school's special education program for [STUDENT NAME]?  1. Not at all 2. Somewhat 3. Extensively |  |
| 7040800 | New | To what extent did you communicate with the person(s) who provided preschool special education for this child? MARK ONLY ONE. 1. Not at all 2. Somewhat 3. Extensively | Student grade and IEP status | Modified from source | To what extent did you communicate with the person who provided special education for [STUDENT NAME] at his or her previous school?  1. Not at all 2. Somewhat 3. Extensively | Like prior items, adjusted to reflect middle school age group and capture school transitions regardless of middle grades configuration (K-12 school vs. 6-8, etc.). | Modified from IVFT | To what extent did you communicate with the person who provided special education for [STUDENT NAME] at [HIS/HER] previous school?  1. Not at all 2. Somewhat 3. Extensively | Changed the stem from "his or her" to be a fill "[HIS/HER]" to improve the flow of the question. |
| 7040900 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 8) | Have you reviewed {STUDENT NAME}’s records related to special education services provided before this school year? Select only one. 1. Yes  2. No, I don’t have access to the records.  3. No, I have access to the records, but have not reviewed them. | Student grade and IEP status | Unchanged from source |  |  | Modified from from IVFT | Have you reviewed {STUDENT NAME}’s records related to special education services provided before this school year?.  1. Yes  2. No, I don’t have access to the records.  3. No, I have access to the records, but have not reviewed them. | Instruction is not needed since the nature of radio buttons allows only one item to be selected. |
| 7050101 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   a. Speech or language impairments     MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Next we would like to know about this student’s disability and the services [HE/SHE} may receive.  For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. a. Speech or language impairment | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden.  Removed the 's' from impairments to follow the language from IDEA.  Intro text was missing, so added here for consistency. |
| 7050102 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   b. Specific learning disabilities    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. b. Specific learning disability | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. |
| 7050103 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   c. Emotional disturbance      MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. c. Emotional disturbance | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden.  Changed "disabilities" to "disability" to follow language in IDEA. |
| 7050104 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   d. Intellectual disability \*    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Modified from source | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [STUDENT NAME]'s primary disability or another of his/her disabilities?  d. Intellectual disability   Select one per row 1. Yes 2. No | Removed parenthetical reference to mental retardation as this term is no longer used. | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. d. Intellectual disability | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. |
| 7050105 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   e. developmental delay    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Modified from source | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [STUDENT NAME]'s primary disability or another of his/her disabilities?  F. Visual impairments (including blindness)   Select one per row 1. Yes 2. No | Removed response option for developmental disability as this pertains to younger children. | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. e. Visual impairment (including blindness) | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden.  Removed 's' from impairments to follow the language in IDEA. |
| 7050106 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   f. Hearing impairments (including deafness)   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. f. Hearing impairment (including deafness) | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden.  Removed 's' from impairments to follow the language in IDEA. |
| 7050107 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   g. Orthopedic impairments   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. g. Orthopedic impairment | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. |
| 7050108 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   h. Autism    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. i. Autism | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden.  Removed 's' from impairments to follow the language in IDEA. |
| 7050109 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   i. Traumatic brain injury    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. j. Traumatic brain injury | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. |
| 7050110 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   j. Deaf-blindness    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply. k. Deaf-blindness | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. |
| 7050111 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   m. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay)    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Modified from source | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [STUDENT NAME]'s primary disability or another of his/her disabilities?  l. Multiple disabilities (students included in this category should be those who have more than one severe disability which does not include deaf-blindness) (specify: What are the multiple disabilities the student receives services for?) (SPECIFY)    Select one per row 1. Yes 2. No | Added a “specify” option to collect more information on h and l. | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply.  l. Multiple disabilities (students included in this category should be those who have more than one severe disability which does not include deaf-blindness) (Please specify the other multiple disabilities for which the student receives services.) | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden.  “Please specify” wording updated for clarity. |
| 7050112 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 10) | For which of the following disabilities has this child received special education or related services this school year, whether for the child's primary disability or another of his/her disabilities?   l. Other health impairments   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | Special education and related services | Modified from source | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [STUDENT NAME]'s primary disability or another of his/her disabilities?  h. Other health impairments (specify: What are the other health impairments the student receives services for?)   Select one per row 1. Yes 2. No | Added a “specify” option to collect more information on h and l. The response option of “no classification” was dropped as we expect all students to have a classification for an IEP in the middle grades. | Modified from IVFT | For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [HIS/HER] primary disability or another of [HIS/HER] disabilities?    Select all that apply.  h. Other health impairments (Please specify the other health impairments for which the student receives services.) | Question stem modified to include [HIS/HER] fills to improve the flow of the question.   Response option has been changed from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden.  “Please specify” wording updated for clarity. |
| 7050200 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 9) | What is this child's primary disability as identified on the child's IEP? PLEASE SELECT THE CATEGORY BELOW INTO WHICH THE CHILD'S PRIMARY DISABILITY FITS BEST. MARK ONLY ONE.  1. Speech or language impairments  2. Specific learning disabilities  3. Emotional disturbance  4.Intellectual disability\*  5. Developmental delay  6. Visual impairments (including  blindness) 7. Hearing impairments (including deafness) 8. Orthopedic impairments 9. Other health impairments 10. Autism 11. Traumatic brain injury 12. Deaf-blindness 13. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay) 14. No classification is given  \* Including the condition formerly classified as mental retardation | Student primary disability | Modified from source | What is [STUDENT NAME]’s primary disability as identified on [HIS/HER] IEP?   Please select the category below into which the student's primary disability fits best.   1. Speech or language impairments  2. Specific learning disabilities  3. Emotional disturbance  4. Intellectual disability  5. Visual impairments (including blindness)  6. Hearing impairments (including deafness)  7. Orthopedic impairments  8. Other health impairments (Specify)  9. Autism  10. Traumatic brain injury  11. Deaf-blindness  12. Multiple disabilities (students included in this category should be those who have more than one primary disability which does not include deaf-blindness) (please specify) | Removed response option for developmental disability as this pertains to younger children; also removed parenthetical reference to mental retardation as this term is no longer used. Added a “specify” option to collect more information on response categories "other health impairments" and "multiple disabilities". The “no classification” response option was removed as we expect all students to have a classification for an IEP in the middle grades. | Modified from IVFT | What is [STUDENT NAME]’s primary disability as identified on [HIS/HER] IEP?    1. Speech or language impairment  2. Specific learning disability 3. Emotional disturbance  4. Intellectual disability  5. Visual impairment (including blindness)  6. Hearing impairment (including deafness)  7. Orthopedic impairment  8. Other health impairment (Specify)  9. Autism  10. Traumatic brain injury  11. Deaf-blindness  12. Multiple disabilities (students included in this category should be those who have more than one primary disability which does not include deaf-blindness) (please specify) | To follow language in IDEA, we have removed the letter "s" from the word "impairments" throughout the response options. We have also changed the word "disabilities" to "disability." Removed "Please select the category below into which the student's primary disability fits best." because the respondent should not be making a judgement about which category fits best for the student. |
| 7050300 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 11) | Has this child received any special education or related services because of a diagnosed Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)? MARK ONLY ONE. 1. Yes  2. No | Special education and related services | Modified from source | Has this student received any special education or related services because of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)?  1. Yes  2. No | Removed reference to “diagnosed” in question text, as it is a medical term and IEP is provided under IDEA, which is not a medical act. | Modifed from IVFT | Has [STUDENT NAME] received any special education or related services because of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)?  1. Yes  2. No | Question wording was updated from “this student” to fill with the preloaded student name. |
| 7050402 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  2. Mathematics | IEP goals and evaluation | Unchanged from source |  |  | Modifed from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050403 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  3. Language Arts | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050404 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  4. Science | IEP goals and evaluation | Unchanged from source |  |  | Modiefied from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050405 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) |  | IEP goals and evaluation | New item | Which of the following best describe(s) the IEP goals for [STUDENT NAME] during this school year?   Select all of the areas in which this student has IEP goals.   Social Studies | Expanded Academics, Social, and Life Skills categories to include additional age-appropriate response options and remove irrelevant options. | Modifiedfrom IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050407 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  5. Auditory processing | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050408 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  6. Listening comprehension | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050409 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  7. Oral expression | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050410 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  8. Voice/speech articulation | IEP goals and evaluation | Modified from source | Which of the following best describe(s) the IEP goals for [STUDENT NAME] during this school year?   Select all of the areas in which this student has IEP goals.   Voice/speech articulation, quality, or fluency | Expanded the response option to include voice/speech "quality" and "fluency" | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050411 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  9. Language pragmatics | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050413 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.   10. Social skills | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050414 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  11. General appropriateness of behavior | IEP goals and evaluation | Modified from source | Which of the following best describe(s) the IEP goals for [STUDENT NAME] during this school year?   Select all of the areas in which this student has IEP goals.   Behavior regulation | Expanded Academics, Social, and Life Skills categories to include additional age-appropriate response options and remove irrelevant options. | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050415 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) |  | IEP goals and evaluation | New item | Which of the following best describe(s) the IEP goals for [STUDENT NAME] during this school year?   Select all of the areas in which this student has IEP goals.   Emotional or mood regulation | Expanded Academics, Social, and Life Skills categories to include additional age-appropriate response options and remove irrelevant options. | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050417 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  12. Adaptive behavior or self-help skills | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050418 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) |  | IEP goals and evaluation | New Item | Which of the following best describe(s) the IEP goals for [STUDENT NAME] during this school year?   Select all of the areas in which this student has IEP goals.   Transition and postsecondary goals | Expanded Academics, Social, and Life Skills categories to include additional age-appropriate response options and remove irrelevant options. | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050419 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  1. Reading | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050420 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) |  | IEP goals and evaluation | New item | Which of the following best describe(s) the IEP goals for [STUDENT NAME] during this school year?   Select all of the areas in which this student has IEP goals.   Organizational and planning skills | Expanded Academics, Social, and Life Skills categories to include additional age-appropriate response options and remove irrelevant options. | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050422 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  12. Fine motor skills | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050423 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  13. Gross motor skills | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050424 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.  14. Orientation and mobility | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity. |
| 7050425 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 12) | Which of the following describe(s) the IEP goals for this child during this school year?    MARK ALL OF THE AREAS IN WHICH THIS CHILD HAS IEP GOALS.   Other (PLEASE SPECIFY) 15. \_\_\_\_\_\_\_\_\_\_ | IEP goals and evaluation | Unchanged from source |  |  | Modifiedfrom IVFT | Consider the IEP goals for [STUDENT NAME] during this school year.  Select all of the areas in which this student has IEP goals. | Question wording was updated for clarity.. |
| 7050501 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05a. Audiology   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05a. Audiology   Select all that apply.  1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050502 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05b. Counseling services   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05b. Counseling services   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050503 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05c. Occupational therapy   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05c. Occupational therapy   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050504 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05d. Physical therapy   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05d. Physical therapy   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050505 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05e. Psychological services   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05e. Psychological services   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050506 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05f. Health services   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05f. Health services   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050507 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05g. Social work services   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05g. Social work services   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050508 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05h. Special transportation   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05h. Special transportation   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050509 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05i. Speech or language therapy  Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05i. Speech or language therapy  Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050510 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05j. Orientation services   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05j. Orientation services   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050511 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?   B05k. Mobility services   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?   E05k. Mobility services   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050512 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05l. Rehabilitation services   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05l. Rehabilitation services   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050513 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 13) | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  B05m. Other (please specify)   Select one per row.  1. Yes  2. No | Special education and related services | Unchanged from source |  |  | Modified from IVFT | Which of the following related services have been provided through the school to {STUDENT NAME} during this school year?  E05m. Other (please specify)   Select all that apply. 1. Yes  2. No | The item was changed and formatted to a "select all that apply" item to reduce respondent burden. |
| 7050601 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    a. Adaptive physical education    MARK YES OR NO ON EACH ROW. | Special education and related services | Unchanged from source |  |  | Unchanged from IVFT | Has [STUDENT NAME} received any of the following? |  |
| 7050602 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    b. Assistance from classroom aides (e.g., teacher aide, behavioral assistant, special education aide)   MARK YES OR NO ON EACH ROW. | Special education and related services | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7050603 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    c. Interpreter for the deaf or hard of hearing (oral or sign)    MARK YES OR NO ON EACH ROW. | Special education and related services | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7050604 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?   d. Teacher used Braille to provide instruction   MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  d. Materials provided in Braille or Nemeth code to support learning/instruction  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050605 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?   e. Child was taught how to use Braille    MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?   e. Student was taught how to use Braille and/or the Nemeth code  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050606 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    f. Teacher used American Sign Language to provide instruction   MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  f. Instruction provided in American Sign Language  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050607 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    g. Child was taught how to use American Sign Language    MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  g. Student was taught how to use American Sign Language  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050608 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    h. Teacher used Manual English to provide instruction   MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?   h. Instruction provided in Manual English  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050609 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?   i. Child was taught how to use Manual English    MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  i. Student was taught how to use Manual English  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050610 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?   j. Teacher used Cued Speech to provide instruction   MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  j. Instruction provided in Cued Speech  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050611 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    k. Child was taught how to use Cued Speech    MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  k. Student was taught how to use Cued Speech  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050612 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?   l. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child   MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  l. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the student  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050613 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?    m. Tutoring/remediation from special education teacher    MARK YES OR NO ON EACH ROW. | Special education and related services | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7050614 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) | Has this child received any of the following?     n. Training, counseling, and other supports/services provided to this child's family  MARK YES OR NO ON EACH ROW. | Special education and related services | Modified from source | Has [STUDENT NAME] received any of the following?  n. Training, counseling, and other supports/services provided to this student's family  Select one per row 1. Yes 2. No | Changed the description of some services to make the focus more on the service the student received as opposed to who provided the service. | Unchanged from IVFT |  |  |
| 7050615 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 14) |  | Special education and related services | New item | Has [STUDENT NAME] received any of the following?  o. Assistive technology  Select one per row 1. Yes 2. No | Added response option for "assistive technology." | Unchanged from IVFT |  |  |
| 7060100 | New | Has this child's primary placement during this school year been a general education classroom? MARK ONLY ONE. 1. Yes  2. No | Instruction and instructional environment | Modified from source | Which of the following best describes [STUDENT NAME]'s classroom placement?  1. In general education classroom 80% of the time or more.  2. In general education classroom 40% to 79% of the time.  3. In general education classroom less than 40% of the time. | Modified to ensure clarity and to align with classifications used by OSEP. | Unchanged from IVFT |  |  |
| 7060201 | New |  | Instruction and instructional environment | New item | In what setting does [STUDENT NAME] primarily receive mathematics instruction?  1. General education classroom 2. Special education classroom 3. Resource room 4. Some other setting (specify) |  | Unchanged from IVFT |  |  |
| 7060202 | New |  | Instruction and instructional environment | New item | Does [STUDENT NAME] receive mathematics instruction in any additional setting or settings? 1. Yes  2. No |  | Unchanged from IVFT |  |  |
| 7060203 | New |  | Instruction and instructional environment | New item | In what additional setting or settings does [STUDENT NAME] receive mathematics instruction?  1. General education classroom  1. Yes 2. No |  | Unchanged from IVFT |  |  |
| 7060204 | New |  | Instruction and instructional environment | New item | In what additional setting or settings does [STUDENT NAME] receive mathematics instruction?   2. Special education classroom  1. Yes 2. No |  | Unchanged from IVFT |  |  |
| 7060205 | New |  | Instruction and instructional environment | New item | In what additional setting or settings does [STUDENT NAME] receive mathematics instruction?   3. Resource room  1. Yes 2. No |  | Unchanged from IVFT |  |  |
| 7060206 | New |  | Instruction and instructional environment | New item | In what additional setting or settings does [STUDENT NAME] receive mathematics instruction?   4. Some other setting (specify)  1. Yes 2. No |  | Unchanged from IVFT |  |  |
| 7060300 | New | Approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has this child received this school year? WRITE NUMBER IN BOX.   \_\_\_ Hours per week | Instruction and instructional environment | Modified from source | On average how many hours per week of direct special education and related services has [STUDENT NAME] received this school year?   \_\_\_\_\_HOURS PER WEEK | Modified explanation text, setting it separate from the question text, to clarify what is meant by “services” and what setting to include. | Unchanged from IVFT | On average how many hours per week of direct special education and related services has [STUDENT NAME] received this school year?  \_\_\_\_\_HOURS PER WEEK  Please include hours for any services in which you or another professional staff member at your school provided services directly to [STUDENT NAME], and also hours for any services [STUDENT NAME] received through a referral to another professional. Do not include paraprofessional services. | Explanation text was missing in this doc, so added here for consistency. |
| 7060400 | New | Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?  \_\_\_\_\_HOURS PER WEEK | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060501 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    a. One-on-one instruction    MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply. a. One-on-one instruction | Change to select all that apply and removed a hard check to reduce burden. |
| 7060502 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    b. Small-group instruction   MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply.  b. Small-group instruction | Change to select all that apply and removed a hard check to reduce burden. |
| 7060503 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?   c. Large-group instruction    MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply. c. Large-group instruction | Change to select all that apply and removed a hard check to reduce burden. |
| 7060504 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    d. Cooperative learning   MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply.  d. Cooperative learning | Change to select all that apply and removed a hard check to reduce burden. |
| 7060505 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    e. Peer tutoring    MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply.  e. Peer tutoring | Change to select all that apply and removed a hard check to reduce burden. |
| 7060506 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    f. Computer-based instruction   MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply.  f. Computer-based instruction | Change to select all that apply and removed a hard check to reduce burden. |
| 7060507 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    g. Direct instruction    MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply.  g. Direct instruction | Change to select all that apply and removed a hard check to reduce burden. |
| 7060508 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    h. Cognitive strategies   MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply.  h. Cognitive strategies | Change to select all that apply and removed a hard check to reduce burden. |
| 7060509 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?    i. Self-management    MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply.  i. Self-management | Change to select all that apply and removed a hard check to reduce burden. |
| 7060510 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?   j. Behavior management   MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply. j. Behavior management | Change to select all that apply and removed a hard check to reduce burden. |
| 7060511 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?   k. Instruction received through a sign interpreter    MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Unchanged from source |  |  | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  Select all that apply. k. Instruction received through a sign interpreter | Change to select all that apply and removed a hard check to reduce burden. |
| 7060512 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) |  | Instruction and instructional environment | New item | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  l. Video-based instruction  1. Yes  2. No 3. Don't know | Added new categories to item to include a fuller set of practices and/or methods | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]? Select all that apply. l. Video-based instruction | Change to select all that apply and removed a hard check to reduce burden. |
| 7060513 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) |  | Instruction and instructional environment | New item | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  m. Audio-recorded texts or lessons  1. Yes  2. No 3. Don't know | Added new categories to item to include a fuller set of practices and/or methods | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]? Select all that apply. m. Audio-recorded texts or lessons | Change to select all that apply and removed a hard check to reduce burden. |
| 7060514 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) |  | Instruction and instructional environment | New item | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  n. Use of visual organizers or visual models  1. Yes  2. No 3. Don't know | Added new categories to item to include a fuller set of practices and/or methods | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]? Select all that apply. n. Use of visual organizers or visual models | Change to select all that apply and removed a hard check to reduce burden. |
| 7060515 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) |  | Instruction and instructional environment | New item | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  o. Use of 3-dimensional materials and/or models (e.g., base ten blocks, fraction bars)  1. Yes  2. No 3. Don't know | Added new categories to item to include a fuller set of practices and/or methods | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]? Select all that apply. o. Use of 3-dimensional materials and/or models (e.g., base ten blocks, fraction bars) | Change to select all that apply and removed a hard check to reduce burden. |
| 7060516 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 18) | What teaching practices and methods have you and/or other special education service providers used with this child?   l. Did not deliver instruction   MARK ONE ON EACH ROW. 1. Yes  2. No 3. Don't know | Instruction and instructional environment | Modified from source | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]?  p. Student did not receive instruction from me and/or other special education service providers.  1. Yes  2. No 3. Don't know | Modified the “did not deliver instruction” response option to “Student did not receive instruction from me and/or other special education service providers.” in order to clarify instructional role for this particular student and align with question stem noting practices used by both the teacher and other providers. | Modified from IVFT | What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME]? Select all that apply. p. Student did not receive instruction from me and/or other special education service providers. | Change to select all that apply and removed a hard check to reduce burden. |
| 7060601 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 19) | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification   MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  a. General education curriculum materials were used without modification   1. Yes  2. No 3. Don't know | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following math curriculum materials were used with [STUDENT NAME] in the general education classroom?  a. General education curriculum materials were used without modification   1. Yes  2. No 3. Don't know | Stem changed to "math curriculum materials" to provide clarification. |
| 7060602 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 19) | Which of the following best describes the curriculum materials used with this child?   b. General education curriculum materials were used with some modifications   MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  b. General education curriculum materials were used with some modifications  1. Yes  2. No 3. Don't know | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following math curriculum materials were used with [STUDENT NAME] in the general education classroom?  b. General education curriculum materials were used with some modifications   1. Yes  2. No 3. Don't know | Stem changed to "math curriculum materials" to provide clarification. |
| 7060603 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 19) | Which of the following best describes the curriculum materials used with this child?   c. General education curriculum materials were used with substantial modifications   MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  c. General education curriculum materials were used with substantial modifications  1. Yes  2. No 3. Don't know | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following math curriculum materials were used with [STUDENT NAME] in the general education classroom?  c. General education curriculum materials were used with substantial modifications   1. Yes  2. No 3. Don't know | Stem changed to "math curriculum materials" to provide clarification. |
| 7060604 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 19) | Which of the following best describes the curriculum materials used with this child?   d. Specially-designed commercial materials were used   MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  d. Specially-designed commercial materials were used  1. Yes  2. No 3. Don't know | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following math curriculum materials were used with [STUDENT NAME] in the general education classroom?  d. Specially-designed commercial materials were used   1. Yes  2. No 3. Don't know | Stem changed to "math curriculum materials" to provide clarification. |
| 7060605 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 19) | Which of the following best describes the curriculum materials used with this child?   e. Teacher-designed materials were used   MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  e. Teacher-designed materials were used  1. Yes  2. No 3. Don't know | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following math curriculum materials were used with [STUDENT NAME] in the general education classroom?  e. Teacher-designed materials were used   1. Yes  2. No 3. Don't know | Stem changed to "math curriculum materials" to provide clarification. |
| 7060701 | New | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program  Instruction and instructional environment | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  a. General education curriculum materials were used without modification  1. Yes  2. No  3. Don't know | Change was made to specs in previous OMB submission, but it appears the ITEM C table had not been updated with the change, so updated here for consistency. |
| 7060702 | New | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program  Instruction and instructional environment | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  b. General education curriculum materials were used with some modifications  1. Yes  2. No  3. Don't know | Change was made to specs in previous OMB submission, but it appears the ITEM C table had not been updated with the change, so updated here for consistency. |
| 7060703 | New | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program  Instruction and instructional environment | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  c. General education curriculum materials were used with substantial modifications  1. Yes  2. No  3. Don't know | Change was made to specs in previous OMB submission, but it appears the ITEM C table had not been updated with the change, so updated here for consistency..00.32. |
| 7060704 | New | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program  Instruction and instructional environment | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  d. Specially-designed commercial materials were used  1. Yes  2. No  3. Don't know | Change was made to specs in previous OMB submission, but it appears the ITEM C table had not been updated with the change, so updated here for consistency. |
| 7060705 | New | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program | Instruction and instructional environment | Modified from source | Which of the following best describes the curriculum materials used with this child?   a. General education curriculum materials were used without modification b. General education curriculum materials were used with some modifications c. General education curriculum materials were used with substantial modifications d. Specially-designed commercial materials were used e. Teacher-designed materials were used f. Child not in this setting g. Don't know    MARK ONE BOX IN THE GENERAL EDUCATION CLASSROOM COLUMN AND ONE BOX IN THE SPECIAL EDUCATION CLASSROOM COLUMN. 1. In the general education classroom  2. In the special education classroom/ program  Instruction and instructional environment | Removed “f” and instead added a response option (“Don't know”) to make functional for all respondents. Also changed format of item (split into two items) to clarify location that materials were used. | Modified from IVFT | Which of the following best describes the curriculum materials used with [STUDENT NAME] in the special education classroom/program?  e. Teacher-designed materials were used  1. Yes  2. No  3. Don't know | Change was made to specs in previous OMB submission, but it appears the ITEM C table had not been updated with the change, so updated here for consistency. |
| 7060801 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Mobility aids 1. Vans, vehicles | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060802 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Mobility aids 2. Wheelchair | Instruction and instructional environment | Modified from source | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?  Mobility aids  Wheelchairs | Made plural. | Unchanged from IVFT |  |  |
| 7060803 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Mobility aids 3. White cane | Instruction and instructional environment | Modified from source | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Mobility aids  White canes | Made plural. | Unchanged from IVFT |  |  |
| 7060804 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Communication aids 4. Electronic with voice output (e.g., Touch Talker) | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060805 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Communication aids 5. Nonelectronic (e.g., manual printing board). | Instruction and instructional environment | Modified from source | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Nonelectronic (e.g., manual printing board or picture exchange system) | Expanded and updated types of technologies to reflect latest common options. | Unchanged from IVFT |  |  |
| 7060806 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Hearing assistance 6. Hearing aids | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060807 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.  Hearing assistance 7. FM loops | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060808 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.  Hearing assistance 8. TTYs/TDDs | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060809 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Hearing assistance 9. Cochlear implants | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060810 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.  Hearing assistance 10. Real-time captioning | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060811 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Visual aids 11. Braille texts | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060812 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Visual aids 12. Electronic Braille devices | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060813 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Visual aids 13. Digital texts | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060814 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Visual aids 14. Magnifying devices | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060815 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Visual aids 15. Closed captioned television (CCTV) | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060816 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) |  | Instruction and instructional environment | New item | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Visual aids  Screen readers | Expanded and updated types of technologies to reflect latest common options. | Unchanged from IVFT |  |  |
| 7060817 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) |  | Instruction and instructional environment | New item | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Visual aids Talking calculators | Expanded and updated types of technologies to reflect latest common options. | Unchanged from IVFT |  |  |
| 7060818 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) |  | Instruction and instructional environment | New item | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Visual aids Abacus | Expanded and updated types of technologies to reflect latest common options. | Unchanged from IVFT |  |  |
| 7060819 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Learning aids (non-computer) 16. Tape recorder | Instruction and instructional environment | Modified from source | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Learning aids  Tape recorder or digital recorder | Expanded and updated types of technologies to reflect latest common options. | Unchanged from IVFT |  |  |
| 7060820 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Learning aids (non-computer) 17. Calculator | Instruction and instructional environment | Modified from source | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Learning aids Calculators | Made plural. | Unchanged from IVFT |  |  |
| 7060821 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Learning aids (non-computer) 18. Electronic spelling devices | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060822 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) |  | Instruction and instructional environment | New item | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Learning aids  Dictation software | Expanded and updated types of technologies to reflect latest common options. | Unchanged from IVFT |  |  |
| 7060823 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Computer hardware designed or adapted for students with disabilities (e.g., alternate keyboards, switch interface) 19. Used solely by individual student | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060824 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.  Computer hardware designed or adapted for students with disabilities (e.g., alternate keyboards, switch interface) 20. Shared with other students | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060825 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.  Computer software designed for students with disabilities 21. Reading | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060826 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.      Computer software designed for students with disabilities 22. Writing | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060827 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | Which of the following assistive technologies and devices has this child used this school year?     MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.      Computer software designed for students with disabilities 23. Mathematics | Instruction and instructional environment | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7060829 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) |  | Instruction and instructional environment | New item | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Other (please specify)  Specify (STRING (255 default)) | Added "other" response option. | Unchanged from IVFT |  |  |
| 7060828 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 20) | MARK ALL OF THE ASSISTIVE TECHNOLOGIES THIS CHILD USED.   Child did not use any assistive technologies | Instruction and instructional environment | Modified from source | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?   Student did not use any assistive technologies | Moved option “did not use any assistive technologies” to the end of the item so that respondents read full list to ensure understanding of types of technologies to consider. | Unchanged from IVFT |  |  |
| 7060830 |  |  |  |  |  |  | Added for OFT. | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?  Don’t know | “Don’t know” option. |
| 7060900 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 21) | Does this child have a computer, laptop, or word processing device assigned to him/her for use full time? MARK ONLY ONE. 1. Yes 2. No | Instruction and instructional environment | Modified from source | Does [STUDENT NAME] have a computer, laptop, tablet, or word processing device assigned to him/her for use full time?  1. Yes  2. No | Added “tablet” to question text to reflect equipment now commonly used in schools. | Modified from IVFT | Does [STUDENT NAME] have a computer, laptop, tablet, or word processing device assigned to [HIM/HER] for use full time?  1. Yes  2. No | Using a fill for [HIM/HER] instead of 'him/her' to improve the flow of the question. |
| 7070100 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 22) | On average, how often have you met with general education teacher(s) to discuss this child's program or progress during this school year? MARK ONLY ONE. 1. Every day or several times a week  2. Once a week or several times a month  3. Once a month  4. A few times over the school year  5. Once during this school year  6. Never during this school year  7. Not applicable to my work with this child | Special education teacher communication with general education teacher | Modified from source | On average, how often have you met with general education teacher(s) to discuss [STUDENT NAME]’s program or progress during this school year?  1. Every day or several times a week  2. Once a week or several times a month  3. Once a month  4. A few times over the school year 5. Once during this school year  6. Never during this school year  7. Not applicable to my work with this student  8. Not applicable as student receives all instruction from me | Added an eighth response category for cases where student receives all instruction from a special education teacher. | Unchanged from IVFT | The following questions ask about your communications with others regarding this student.  On average, how often have you met with general education teacher(s) to discuss [STUDENT NAME]’s program or progress during this school year?  1. Every day or several times a week  2. Once a week or several times a month  3. Once a month  4. A few times over the school year  5. Once during this school year  6. Never during this school year  7. Not applicable to my work with this student  8. Not applicable as student receives all instruction from me | Intro text was missing, so added here for consistency. |
| 7070200 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 23) | On average, how long were the meetings with the general education teacher(s) to discuss [STUDENT NAME]’s program or progress?  1. 1 to 15 minutes  2. 16 to 30 minutes  3. 31 to 45 minutes  4. 46 to 60 minutes  5. More than 60 minutes | Special education teacher communication with general education teacher | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7070300 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 24) | Approximately how often have you communicated with [STUDENT NAME]’s parents during this school year about [STUDENT NAME]’s program or progress (by phone, in person, or in writing, including e-mail)?   1. Every day or several times a week  2. Once a week or several times a month  3. Once a month  4. A few times over the school year 5. Once during this school year  6. Never during this school year | Special education teacher communication with parents | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7080101 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      a. Psychological    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Unchanged from source |  |  | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   a. Psychological | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080102 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      b. Speech/language    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Modified from source | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    b. Social work services   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   b. Social work services | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080103 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      c. Vision    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Modified from source | During this school year, has [STUDENT NAME] received formal individual evaluations in any of the following areas for purposes of developing IEP goals?  c. Behavioral   Select one per row 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   c. Behavioral | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080104 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      d. Hearing    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Modified from source | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    D. Speech/language   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   d. Speech/language | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080105 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      e. Learning style    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Modified from source | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      E. vision   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   e. Vision | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080106 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      f. Motor skills    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Modified from source | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    F. Hearing   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   f. Hearing | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080107 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      g. Academics    MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Modified from source | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?      g. Learning style   MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   g. Learning style | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080108 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    h. Other (PLEASE SPECIFY)  MARK YES OR NO ON EACH ROW. 1. Yes 2. No | IEP goals and evaluation | Modified from source | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    h. Motor skills  MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.   h. Motor skills | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080109 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) |  | IEP goals and evaluation | New item | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    i. Academics  MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.  i. Academics | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080110 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) |  | IEP goals and evaluation | New item | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    J. Other (please specify)  MARK YES OR NO ON EACH ROW. 1. Yes 2. No | "Social work services" and "behavioral" evaluations were added to list to more accurately reflect variety of evaluations that may have been received. | Modified from IVFT | During this school year, has this child received formal individual evaluations in any of the following areas for purposes of developing IEP goals?    Select all that apply.  j. Other (please specify) | The item response options have changed from Yes/No format for each item to a 'Select all that apply" to reduce screen text and respondent burden. |
| 7080200 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 26) | To what extent is this child expected to achieve the same general education goals as other children at his/her grade level? MARK ONLY ONE.   1. Child is expected to attain grade level achievement for all of the academic content standards. 2. Child is expected to attain grade level achievement for some of the academic content standards. 3. Child is expected to attain grade level achievement for only a few of the academic content standards. 4. Child is not expected to attain grade level achievement for any of the academic content standards. 5. There are no academic content standards at this grade level. 6. Don't know | Special education teacher's expectations for student | Modified from source | To what extent is [STUDENT NAME] expected to achieve the same general education goals as other students at [his/her] grade level?   1. Student is expected to attain grade level achievement for all of the academic content standards. 2. Student is expected to attain grade level achievement for some of the academic content standards.  3. Student is expected to attain grade level achievement for only a few of the academic content standards. 4. Student is not expected to attain grade level achievement for any of the academic content standards.  5. Don’t know | Removed original response 5 due to usage with middle grades population; at this age, there will be academic content standards. | Modified from IVFT | To what extent is [STUDENT NAME] expected to achieve the same general education goals as other students at [HIS/HER] grade level?   1. Student is expected to attain grade level achievement for all of the academic content standards. 2. Student is expected to attain grade level achievement for some of the academic content standards.  3. Student is expected to attain grade level achievement for only a few of the academic content standards. 4. Student is not expected to attain grade level achievement for any of the academic content standards.  5. Don’t know | Added a fill for [HIS/HER] to improve the flow of the question. |
| 7080300 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 27) | What percentage of {STUDENT NAME}’s current IEP goals have been met or nearly met at this point in the school year?  1. 76 to 100 percent  2. 51 to 75 percent  3. 26 to 50 percent  4. 1 to 25 percent  5. Zero percent | IEP goals and evaluation | Unchanged from source |  |  | Removed from IVFT |  | Middle grades experts felt that teachers would not be able to respond to this question accurately. It has been removed. |
| 7080400 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 28) | Which of the following best expresses the likelihood that {STUDENT NAME} will continue to receive some level of special education services (through an IEP) in the next school year? 1. Definitely will continue in special education  2. Very likely to continue in special education  3. Rather likely to continue in special education  4. Rather unlikely to continue in special education  5. Very unlikely to continue in special education  6. Definitely will not continue in special education (will be dismissed from services) | Special education teacher's expectations for student | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7080500 | ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 29) | To what extent has {STUDENT NAME} participated in any grade-level assessment administered as part of the school’s testing program during the current school year?  1. Student did not participate in the school’s testing or assessment program.  2. Student participated in alternate assessments and no regular assessments.  3. Student participated in some alternate assessments and some regular assessments.  4. Student participated fully in the school’s regular testing or assessment program.  5. There is no testing or assessment program at this grade level. 6. Don’t know | IEP goals and evaluation | Unchanged from source |  |  | Unchanged from IVFT |  |  |
| 7080600 | New | Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level?    a. Language and literacy skills   MARK ONE RESPONSE ON EACH ROW.   1. Far below average 2. Below average 3. Average 4. Above average 5. Far above average | IEP goals and evaluation | Modified from source | a. Overall, at what grade level is [STUDENT NAME] performing in language and literacy skills?  1. Preschool to Grade 2  2. Grade 3  3. Grade 4  4. Grade 5  5. Grade 6  6. Grade 7  7. Grade 8  8. Grade 9  9. Grade 10 or higher | Modified question text and response options for purposes of studying correspondence between estimated grade level performance as evaluated by teacher and direct assessment performance in reading and mathematics. | Unchanged from IVFT |  |  |
| 7080601 | New | Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level?    b. Mathematical skills  MARK ONE RESPONSE ON EACH ROW.   1. Far below average 2. Below average 3. Average 4. Above average 5. Far above average | IEP goals and evaluation | Modified from source | b. Overall, at what grade level is [STUDENT NAME] performing in mathematical skills?  1. Preschool to Grade 2  2. Grade 3  3. Grade 4  4. Grade 5  5. Grade 6  6. Grade 7  7. Grade 8  8. Grade 9  9. Grade 10 or higher | Modified question text and response options for purposes of studying correspondence between estimated grade level performance as evaluated by teacher and direct assessment performance in reading and mathematics. | Unchanged from IVFT |  |  |
| 7090100 | ECLS-K:2011 (Special Education Teacher, grade 1) | {STUDENTNAME} uses complex sentence structures.   Not yet  Beginning  In progress Intermediate  Proficient Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student. | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090200 | ECLS-K (Special Education Teacher, 1st Grade) | {STUDENTNAME} contributes relevant information to classroom discussions.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090300 | ECLS-K (Special Education Teacher, 3rd Grade) | {STUDENTNAME} conveys ideas clearly when speaking.   Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090400 | ECLS-K:2011 (Special Education Teacher, grade 2) | {STUDENTNAME} shows basic comprehension of a story or text read aloud to {him/her}.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | In this section, please rate [STUDENT NAME]’s reading-related abilities, including language, literacy, and listening comprehension skills. Let’s begin.  [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/her]own life.  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090500 | ECLS-K (Special Education Teacher, 5th Grade) | {STUDENTNAME} shows advanced comprehension of text read aloud to {him/her}.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [STUDENT NAME] shows advanced comprehension of text read aloud to [him/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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090600 | ECLS-K:2011 (Special Education Teacher, Kindergarten) | {STUDENTNAME} uses different strategies to read unfamiliar words.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modifiedfrom IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090700 | ECLS-K (Special Education Teacher, 1st Grade) | {STUDENTNAME} reads words with regular vowel sounds.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [STUDENT NAME] reads words with regular vowel sounds. For example, reads “coat,” “junk,” “lent,” “chimp,” “halt,” or “bite.”  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090800 | ECLS-K (Special Education Teacher, 1st Grade) | {STUDENTNAME} reads words with irregular vowel sounds.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [STUDENT NAME] reads words with irregular vowel sounds. For example, reads "through," "point," "enough," or "shower."  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7090900 | ECLS-K (Special Education Teacher, 3rd Grade) | {STUDENTNAME} reads grade {STUDENTGRADE} books fluently.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {STUDENT NAME} reads grade {STUDENT GRADE FILL} 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. | Modified from IVFT | [STUDENT NAME] reads grade [STUDENT GRADE FILL] books fluently. For example, easily reads words in meaningful phrases rather than reading word by word.  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7091000 | ECLS-K (Special Education Teacher, 3rd Grade) | {STUDENTNAME} reads grade {STUDENTGRADE} books independently with comprehension.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7091100 | ECLS-K (Special Education Teacher, 3rd Grade) | {STUDENTNAME} reads and comprehends expository text.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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, [HE/SHE] identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection.   1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Added in a missing fill for [HE/SHE].  Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100100 | ECLS-K:2011 (Special Education Teacher, Kindergarten) | {STUDENTNAME} sorts, classifies, and compares math materials by various rules and attributes.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100200 | ECLS-K (Special Education Teacher, 3rd Grade) | {STUDENTNAME} creates and extends patterns.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100300 | ECLS-K:2011 (Special Education Teacher, Kindergarten) | {STUDENTNAME} shows an understanding of the relationship between quantities.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100400 | ECLS-K (Special Education Teacher, 1st Grade) | {STUDENTNAME} demonstrates an understanding of place value to 100.   Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100500 | ECLS-K (Special Education Teacher, 3rd Grade) | {STUDENTNAME} shows understanding of place value with whole numbers to 100,000.   Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100600 | ECLS-K (Special Education Teacher, 5th Grade) | {STUDENTNAME} shows understanding of place values with decimals.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [STUDENT NAME] shows understanding of place values with decimals. For example, compares decimals to the thousandths place (1.04 > 1.009).  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100700 | ECLS-K:2011 (Special Education Teacher, Kindergarten) | {STUDENTNAME} models, reads, writes, and compares fractions.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {STUDENT NAME} models, reads, writes, and compares fractions. For example, shows that ½ of the candy bar is ¼ + ¼, or shows that ¼ 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. | Modified from IVFT | [STUDENT NAME] models, reads, writes, and compares fractions. For example, shows that ½ of the candy bar is ¼ + ¼, or shows that ¼ of 12 is 3.  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100800 | ECLS-K (Special Education Teacher, 5th Grade) | {STUDENTNAME} reduces fractions to lowest denominator.   Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modifiedfrom IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7100900 | ECLS-K:2011 (Special Education Teacher, Kindergarten | {STUDENTNAME} solves problems involving numbers using concrete objects.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7101000 | ECLS-K (Special Education Teacher, 1st Grade) | {STUDENTNAME} uses a variety of strategies to solve math problems.   Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7101100 | ECLS-K (Special Education Teacher,5th Grade) | {STUDENTNAME} subtracts numbers that require regrouping.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [STUDENT NAME] subtracts numbers that require regrouping. For example, 1300 - 579, or 2302 - 947, or 2603 – 1594.  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7101200 | ECLS-K (Special Education Teacher, 3rd Grade) | {STUDENTNAME} divides a 3-digit number by a 1-digit number.    Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modified from IVFT | [STUDENT NAME] divides a 3-digit number by a 1-digit number. For example, 348÷4 or 228÷6.  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7101300 | ECLS-K (Special Education Teacher, 5th Grade; 2) | {STUDENTNAME} divides multi-digit problems with remainders in the quotient.   Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {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. | Modifiedfrom IVFT | [STUDENT NAME] divides multi-digit problems with remainders in the quotient. For example, computes 536÷30 or 6,135÷7.  1. Not yet-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7101400 | ECLS-K (Special Education Teacher, 5th Grade) | {STUDENTNAME} demonstrates algebraic thinking.   Not yet   Beginning   In progress   Intermediate   Proficient   Not Applicable or Skill Not Yet Taught | IEP goals and evaluation | Modified from source | {STUDENT NAME} demonstrates algebraic thinking. For example, solves for an unknown in an equation such as 16 x 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. | Modified from IVFT | [STUDENT NAME] demonstrates algebraic thinking. For example, solves for an unknown in an equation such as 16 x 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-Student has not yet demonstrated skill, knowledge, or behavior  2. Beginning-Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently  3. In progress- Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence  4. Intermediate-Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient  5. Proficient-Student demonstrates skill, knowledge, or behavior competently and consistently  6. I am unable to assess the student | Response options were modified to include text that was originally help text to reduce respondent burden. |
| 7110100 | Learning Characteristics Inventory (Kearns et al, 2006) | Which of the following best describes {STUDENTNAME}’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. | IEP goals and evaluation | Modified from source | 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. | Unchanged from IVFT |  |  |
| 7110200 | Learning Characteristics Inventory (Kearns et al, 2006) | Does {STUDENTNAME} use an augmentative communication system in addition to or in place of oral speech?  1 Yes  2 No | IEP goals and evaluation | Modified from source | 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. | Unchanged from IVFT |  |  |
| 7110300 | Learning Characteristics Inventory (Kearns et al, 2006) | Which of the following best describes {STUDENTNAME}’s vision?  1. Vision appears to be within normal limits 2. Corrected vision within normal limits 3. Low vision; uses vision for some activities of daily living 4. No functional use of vision for activities of daily living, or unable to determine functional use of 5. I am unable to assess the student | IEP goals and evaluation | Modified from source | Which of the following best describes [STUDENT]’s vision?  1. Vision appears within normal limits.  2. Corrected vision within normal limits.  3. Low vision; uses vision for some activities of daily living.  4. No functional use of vision for activities of daily living, or unable to determine functional use of vision.  6. 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. First response option text now includes "appears" since the respondent has not directly tested the student's vision. | Unchanged from IVFT |  |  |
| 7110400 | Learning Characteristics Inventory (Kearns et al, 2006) | Which of the following best describes {STUDENTNAME}’s hearing?  1. Hearing appears to be within normal limits 2. Corrected hearing loss within normal limits 3. Hearing loss aided, but still with a significant loss 4. Profound loss, even with aids 5. Unable to determine functional use of hearing 6. I am unable to assess the student | IEP goals and evaluation | Modified from source | Which of the following best describes {STUDENT NAME}’s hearing? 1. Hearing within normal limits.  2. Corrected hearing loss within normal limits.  3. Hearing loss aided, but still with a significant loss.  4. Profound loss, even with aids.  5. Unable to determine functional use of hearing.  6. 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. First response option text now includes "appears to be" since the respondent has not directly tested the student's hearing. | Unchanged from IVFT |  |  |
| 7110500 | Learning Characteristics Inventory (Kearns et al, 2006) | Which of the following best describes {STUDENTNAME}’s motor abilities?   1. No significant motor dysfunction that requires adaptations 2. Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard) 3. Uses wheelchair, positioning equipment, and/or assistive devices for most activities 4. Needs personal assistance for most/all motor activities 5. I am unable to assess the student | IEP goals and evaluation | Modified from source | Which of the following best describes {STUDENT NAME}’s motor abilities? 1. No significant motor dysfunction that requires adaptations  2. Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)  3. Uses wheelchair, positioning equipment, and/or assistive devices for most activities  4. Needs personal assistance for most/all motor activities  6. 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. | Unchanged from IVFT |  |  |
| 7110600 | Learning Characteristics Inventory (Kearns et al, 2006) | Which of the following best describes {STUDENTNAME}’s social interactions? | IEP goals and evaluation | Modified from source | Which of the following best describes [STUDENT]’s social interactions? 1. Initiates and sustains social interactions  2. Responds with social interaction, but does not initiate or sustain social interactions  3. Alerts to others  4. Does not alert to others  6. 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. | Unchanged from IVFT |  |  |

# School Administrator Survey Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording and Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording and Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8010101 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  1. Pre-K | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  1. Pre-K | Reworded "check" to "select" to match question stem. |
| 8010102 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | School characteristics | Modified from source | Please check the box next to the grade level(s) offered at your school?  2. Kindergarten | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  2. Kindergarten | Reworded "check" to "select" to match question stem. |
| 8010103 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  3. 1st Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  3. Grade 1 | Reworded "check" to "select" to match question stem. |
| 8010104 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  4. 2nd Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  4. Grade 2 | Reworded "check" to "select" to match question stem. |
| 8010105 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  5. 3rd Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  5. Grade 3 | Reworded "check" to "select" to match question stem. |
| 8010106 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  6. 4th Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  6. Grade 4 | Reworded "check" to "select" to match question stem. |
| 8010107 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  7. 5th Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  7. Grade 5 | Reworded "check" to "select" to match question stem. |
| 8010108 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  8. 6th Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  8. Grade 6 | Reworded "check" to "select" to match question stem. |
| 8010109 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  9. 7th Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  9. Grade 7 | Reworded "check" to "select" to match question stem. |
| 8010110 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  10. 8th Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  10. Grade 8 | Reworded "check" to "select" to match question stem. |
| 8010111 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  11. 9th Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  11. Grade 9 | Reworded "check" to "select" to match question stem. |
| 8010112 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  12. 10th Grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  12. Grade 10 | Reworded "check" to "select" to match question stem. |
| 8010113 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  13. 11th grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  13. Grade 11 | Reworded "check" to "select" to match question stem. |
| 8010114 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  14. 12th grade | 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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  14. Grade 12 | Reworded "check" to "select" to match question stem. |
| 8010115 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q35-Q49) | ex. PKOFFRD 35 AN Prekindergarten offered.    ex. KGOFFRD 36 AN Kindergarten offered. 1= Yes  2= No | Type of school, grade span, and average daily attendance | Modified from source | Please check the box next to the grade level(s) offered at your school?  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. | Modified from IVFT | Please select the box next to the grade level(s) offered at your school?  Select all that apply.  15. Ungraded | Reworded "check" to "select" to match question stem. |
| 8010201 | NLTS:2012 (School Characteristics, AA1.) | Before you start the survey, please confirm that you are the principal of this school. |  | Modified from source | Please confirm that you are the person at your school with the most knowledge about {I01d} 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. | Modified from IVFT | Please confirm that you are a person at this school who is knowledgeable about sixth-grade students, teachers, programs, and services.  1. Yes  2. No | Revised to accomodate people who be knowledgeable about the middle grades but may not have the highest administrative position. |
| 8010202 | New item |  | School configuration | 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 |  | Modified from IVFT | Please confirm that your school does not offer a sixth grade.  1. My school does not offer a sixth grade  2. My school does offer a sixth grade | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. |
| 8010300 | New Item |  | School characteristics | 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 (Please specify): |  | Unchanged from IVFT | What is your title or position at this school?  1. Principal/Administrator  2. Vice Principal  3. Counselor  4. School administrative personnel  5. Other (Please specify): |  |
| 8020100 | SSOCS (Principal, 2009-10, Q31) | 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) | Type of school, grade span, and average daily attendance | Modified from source | 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. | Modified from IVFT | Which of the following best describes your school?  1. Regular public school  2. Public school that has a magnet program for some of the students  3. Public school that is exclusively a magnet school  4. Charter school  5. Private school  6. Other (Please specify) | Re-ordered list to include all public school options together.  Added "school" after "private" for consistency with other options. |
| 8020201 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q4 | 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 | School configuration | Modified from source | 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. | Modified from IVFT | What type of daily schedule is typically used for the sixth-grade level at your school?  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) | Specified sixth-grade and removed seventh and eighth grade.  Moved this item to be after B06a-c/8020701-8020703. |
| 8020203 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q4 | 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 | School configuration | Modified from source | 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) |  | Dropped for OFT |  | Dropped to reduce burden |
| 8020205 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q4 | 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 | School configuration | Modified from source | 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 spec |  | Dropped for OFT |  | Dropped to reduce burden |
| 8020300 | ECLS-K (School Administrator, K, 2) | 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 | Type of school, grade span, and average daily attendance | Unchanged from source | 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 |  | Unchanged from IVFT | 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 |  |
| 8020301 | ECLS-K (School Administrator, K, 2) | What is the Average Daily Attendance (ADA) for your school this year? Please report as a number or a percent.  \_\_\_\_\_\_ Average Daily Attendance  2. Percent | Type of school, grade span, and average daily attendance | Unchanged from source | What is the Average Daily Attendance (ADA) for your school this year? Please report as a number or a percent.  \_\_\_\_\_\_ Average Daily Attendance  2. Percent |  | Unchanged from IVFT | What is the Average Daily Attendance (ADA) for your school this year? Please report as a number or a percent.  \_\_\_\_\_\_ Average Daily Attendance  2. Percent |  |
| 8020400 | NELS:88 (Administrator, Baseyear, Q31) | What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition. \_\_\_\_\_\_\_\_\_ Enter amount | Tuition | Unchanged from source | What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition. \_\_\_\_\_\_\_\_\_ Enter amount |  | Unchanged from IVFT | What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition. \_\_\_\_\_\_\_\_\_ Enter amount |  |
| 8020500 | NELS:88 (Administrator, Baseyear, Q32) | What percentage of your students pay the maximum yearly tuition?  1. 0%-25%  2. 26%-50%  3. 51%-75%  4. 76%-100% | Tuition | Unchanged from source | What percentage of your students pay the maximum yearly tuition?  1. 0%-25%  2. 26%-50%  3. 51%-75%  4. 76%-100% |  | Modified from IVFT | What percentage of your students pay the maximum yearly tuition?  1. 0 - 25 percent  2. 25 - 50 percent  3. 51 -75 percent  4. 76 -100 percent | Changed "%" to "percent," which is appropriate according to the style guide. |
| 8020601 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q61-Q308) | ex. AMPKM 62 N Prekindergarten students - American Indian/Alaska Native - male.    AMPKF 63 N Prekindergarten students - American Indian/Alaska Native - female. | Student population | Modified from source | Please indicate the percentage of students at your school that are male and female.  \_\_\_\_ % Male students |  | Modified from IVFT | Please indicate the percentages of students at your school that are male and female.  \_\_\_\_ Percent male students | Changed "%" to "percent," which is appropriate according to the style guide. |
| 8020602 | Common Core of Data (2010 Public Elementary/Secondary School Universe Survey, Q61-Q308) | ex. AMPKM 62 N Prekindergarten students - American Indian/Alaska Native - male.    AMPKF 63 N Prekindergarten students - American Indian/Alaska Native - female. | Student population | Modified from source | Please indicate the percentage of students at your school that are male and female.  \_\_\_\_ % Female students |  | Modified from IVFT | Please indicate the percentages of students at your school that are male and female.  \_\_\_\_ Percent female students | Changed "%" to "percent," which is appropriate according to the style guide. |
| 8020701 | HSLS:09 (School Administrator, Baseyear, Sect. B, Q3a) | What percentage of the total student body in your school…  Receives free or reduced‐price lunch? \_\_\_\_\_ Percent | Student population | Unchanged from source | What percentage of the total student body in your school…  Receives free or reduced‐price lunch? \_\_\_\_\_ Percent |  | Unchanged from IVFT | What percentage of the total student body in your school…  Receives free or reduced‐price lunch? \_\_\_\_\_ Percent |  |
| 8020702 | HSLS:09 (School Administrator, Baseyear, Sect. B, Q3b) | What percentage of the total student body in your school…  Are English language learners? \_\_\_\_\_ Percent | Student population | Unchanged from source | What percentage of the total student body in your school…  Are English language learners? \_\_\_\_\_ Percent |  | Modified from IVFT | What percentage of the total student body in your school…  Are English language learners (ELL)? \_\_\_\_\_ Percent | Added "ELL," which is appropriate according to the style guide. |
| 8020703 | HSLS:09 (School Administrator, Baseyear, Sect. B, Q3d) | What percentage of the total student body in your school…  Are enrolled in an alternative program either at your school or off-site? \_\_\_\_\_ Percent | Student population | Unchanged from source | What percentage of the total student body in your school…  Are enrolled in an alternative program either at your school or off-site? \_\_\_\_\_ Percent |  | Unchanged from IVFT | What percentage of the total student body in your school…  Are enrolled in an alternative program either at your school or off-site? \_\_\_\_\_ Percent |  |
| 8020801 | HSLS:09 (Counselor, Baseline; Section B) | Which of the following steps does this school take for students in high school who need extra assistance? Select all that apply  1. Tutoring during the regular school day | Providing additional support for struggling students | Modified from source | Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance? Select all that apply  1. Tutoring during the regular school day | Autofill added to question text  to gather information about  specific grade-levels offered at  the school.  Response options shorted for  ease of presentation, and  exemplar text retained as  hyperlink help text. | Modified from IVFT | Which of the following steps does this school take for sixth-grade students who need extra assistance? Select all that apply.  1. The school provides tutoring during the regular school day | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. Question text reworded for consistency. |
| 8020802 | HSLS:09 (Counselor, Baseline; Section B) | Which of the following steps does this school take for students in high school who need extra assistance? Select all that apply  2. School staff work with classroom teachers to provide extra assistance | Providing additional support for struggling students | Modified from source | Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance? Select all that apply  2. School staff work with classroom teachers to provide extra assistance | Autofill added to question text  to gather information about  specific grade-levels offered at  the school.  Response options shorted for  ease of presentation, and  exemplar text retained as  hyperlink help text. | Modified from IVFT | Which of the following steps does this school take for sixth-grade students who need extra assistance? Select all that apply.  2. The school provides extra assistance to classroom teachers by school staff | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. Question text reworded for consistency. |
| 8020803 | HSLS:09 (Counselor, Baseline; Section B) | Which of the following steps does this school take for students in high school who need extra assistance? Select all that apply  3. Pull-out instruction during the regular school day | Providing additional support for struggling students | Modified from source | Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance? Select all that apply  3. Pull-out instruction during the regular school day | Autofill added to question text  to gather information about  specific grade-levels offered at  the school.  Response options shorted for  ease of presentation, and  exemplar text retained as  hyperlink help text. | Modified from IVFT | Which of the following steps does this school take for sixth-grade students who need extra assistance? Select all that apply.  3. The school provides pull-out instruction during the regular school day | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. Question text reworded for consistency. |
| 8020804 | HSLS:09 (Counselor, Baseline; Section B) | Which of the following steps does this school take for students in high school who need extra assistance? Select all that apply  4. Homework assistance program | Providing additional support for struggling students | Modified from source | Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance? Select all that apply  4. Homework assistance program | Autofill added to question text  to gather information about  specific grade-levels offered at  the school.  Response options shorted for  ease of presentation, and  exemplar text retained as  hyperlink help text. | Modified from IVFT | Which of the following steps does this school take for sixth-grade students who need extra assistance? Select all that apply.  4. The school provides a homework assistance program to students | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. Question text reworded for consistency. |
| 8020805 | HSLS:09 (Counselor, Baseline; Section B) | Which of the following steps does this school take for students in high school who need extra assistance? Select all that apply  5.Additional support outside the | Providing additional support for struggling students | Modified from source | Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance? Select all that apply  5.Additional support outside the regular school day | Autofill added to question text  to gather information about  specific grade-levels offered at  the school.  Response options shorted for  ease of presentation, and  exemplar text retained as  hyperlink help text. | Modified from IVFT | Which of the following steps does this school take for sixth-grade students who need extra assistance? Select all that apply.  5.The school provides additional support outside the regular school day | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. Question text reworded for consistency. |
| 8020806 | HSLS:09 (Counselor, Baseline; Section B) | Which of the following steps does this school take for students in high school who need extra assistance? Select all that apply  6. Your school takes other steps to assist struggling high school students | Providing additional support for struggling students | Modified from source | Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance? Select all that apply  6. School takes other steps to assist struggling students, specify:\_\_\_\_\_\_\_\_\_\_\_\_\_ | Autofill added to question text  to gather information about  specific grade-levels offered at  the school.  Response options shorted for  ease of presentation, and  exemplar text retained as  hyperlink help text. | Modified from IVFT | Which of the following steps does this school take for sixth-grade students who need extra assistance? Select all that apply.  6. The school takes other steps to assist struggling students (Please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_ | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. Question text reworded for consistency. |
| 8020807 | HSLS:09 (Counselor, Baseline; Section B) | Which of the following steps does this school take for students in high school who need extra assistance? Select all that apply  7. Your school does not have any program for students who need extra assistance | Providing additional support for struggling students | Modified from source | Which of the following steps does this school take for {6th/7th/8th} graders who need extra assistance? Select all that apply  7. School does not have any program for students who need extra assistance | Autofill added to question text  to gather information about  specific grade-levels offered at  the school.  Response options shorted for  ease of presentation, and  exemplar text retained as  hyperlink help text. | Modified from IVFT | Which of the following steps does this school take for sixth-grade students who need extra assistance? Select all that apply.  7. The school does not have any programs for students who need extra assistance | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. Question text reworded for consistency. |
| 8020901 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  1. Summer program prior to entry into high school that provides supplemental instruction in reading and math | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  1. Summer program prior to entry into the next grade that provides supplemental instruction in reading and math | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Select all that apply  1. Summer program prior to entry into the next grade that provides supplemental instruction in reading and math | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8020902 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  2. Small learning communities or Achievement Academies for over‐aged students who have not met high school entry crite | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  2. Small learning communities for over‐aged students who have not met promotion criteria | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Select all that apply  2. Small learning communities for over‐aged students who have not met promotion criteria | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8020903 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  3. Small 9th grade learning communities or academies separate from the rest of the school | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  3. Small {6th/7th/8th} grade learning communities separate from the rest of the school | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth grade students who are struggling academically? Select all that apply  3. Small sixth-grade learning communities separate from the rest of the school | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8020904 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  4. Block scheduling, also called double‐block or extended‐block scheduling | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  4. Block scheduling, also called double‐block or extended‐block scheduling | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Select all that apply  4. Block scheduling, also called double‐block or extended‐block scheduling, for struggling sixth-graders | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide.  Added text to help clarify that the block scheduling would be used specifically for struggling |
| 8020905 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  5. Catch‐up courses or “double‐dosing” of classes | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  5. Catch‐up courses or “double‐dosing” of classes | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Select all that apply  5. Catch‐up courses or “double‐dosing” of classes | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8020906 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  6. Specific professional development, coaches, or technical assistance for teachers working with struggling 9th grader | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  6. Specific professional development, coaches, or technical assistance for teachers working with struggling {6th/7 | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth graders who are struggling academically? Select all that apply  6. Specific professional development, coaches, or technical assistance for teachers working with struggling sixth-graders | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8020907 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  7. Tutoring | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  7. Tutoring | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Select all that apply  7. Tutoring | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8020908 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  8. Another program | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  8. Another program | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Select all that apply  8. Another program | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8020909 | HSLS:09 (School Administrator, Baseyear, Sect. A, Q 27) | Does your high school offer any of the following programs to assist 9th graders who are struggling academically? Select all that apply  9. There are no programs to assist 9th graders who are struggling academically. | Providing additional support for struggling students | Modified from source | Does your school offer any of the following programs to assist {6th/7th/8th} graders who are struggling academically? Select all that apply  9. There are no programs to assist {6th/7th/8th} graders who are struggling academically. | Autofill added to question text to gather information about specific grade-levels offered at the school.  Response options modified with autofill to correspond to grade level referenced in question text. | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Select all that apply  9. There are no programs to assist sixth-graders who are struggling academically. | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide. |
| 8021001 | ECLS-K:2011 (School Administrator, Kindergarten, F12a) | 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 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. | Student population | Modified from source | 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. | 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. | Modified from IVFT | Based on 2015-16 state assessments, please indicate the percentage(s) of sixth-grade students in your school who scored at or above "proficient" in the following subjects.  1. Check this box if your school was not required to take the state assessment because it does not accept Title I funds | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. "6th" changed to "sixth," which is more appropriate according to the style guide.  Revised "recent" to "2015-16". |
| 8021002 | ECLS-K:2011 (School Administrator, Kindergarten, F12a) | 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 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. | Student population | Modified from source | 6th grade students  Reading or verbal skills  Percentage of students at or above “proficient” \_\_\_\_\_\_ percent | 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. | Modified from IVFT | Grade 6 students  Reading or verbal skills  Percentage of students at or above “proficient”  \_\_\_\_\_\_ percent | "6th grade" modified to "Grade 6," which is more appropriate according to the style guide. |
| 8021003 | ECLS-K:2011 (School Administrator, Kindergarten, F12a) | 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 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. | Student population | Modified from source | 6th grade students  Reading or verbal skills  Percentage required by AYP goals \_\_\_\_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021004 | ECLS-K:2011 (School Administrator, Kindergarten, F12c) | 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 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. | Student population | Modified from source | 6th grade students  Mathematics Percentage of students at or above “proficient” \_\_\_\_\_\_ percent | 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. | Modified from IVFT | Grade 6 students  Mathematics Percentage of students at or above “proficient”  \_\_\_\_\_\_ percent | "6th grade" modified to "Grade 6," which is more appropriate according to the style guide. |
| 8021005 | ECLS-K:2011 (School Administrator, Kindergarten, F12c) | 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 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. | Student population | Modified from source | 6th grade students  Mathematics Percentage required by AYP goals \_\_\_\_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021101 | ECLS-K:2011 (School Administrator, Kindergarten, F12a) | 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. | Student population | Modified from source | 7th grade students  Reading or verbal skills  Percentage of students at or above “proficient” \_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021102 | ECLS-K:2011 (School Administrator, Kindergarten, F12a) | 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. | Student population | Modified from source | 7th grade students  Reading or verbal skills  Percentage required by AYP goals \_\_\_\_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021103 | ECLS-K:2011 (School Administrator, Kindergarten, F12c) | 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. | Student population | Modified from source | 7th grade students  Mathematics Percentage of students at or above “proficient” \_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021104 | ECLS-K:2011 (School Administrator, Kindergarten, F12c) | 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. | Student population | Modified from source | 7th grade students  Mathematics Percentage required by AYP goals \_\_\_\_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021201 | ECLS-K:2011 (School Administrator, Kindergarten, F12a) | 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. | Student population | Modified from source | 8th grade students  Reading or verbal skills  Percentage of students at or above “proficient” \_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021202 | ECLS-K:2011 (School Administrator, Kindergarten, F12a) | 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. | Student population | Modified from source | 8th grade students  Reading or verbal skills  Percentage required by AYP goals \_\_\_\_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021203 | ECLS-K:2011 (School Administrator, Kindergarten, F12c) | 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. | Student population | Modified from source | 8th grade students  Mathematics Percentage of students at or above “proficient” \_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021204 | ECLS-K:2011 (School Administrator, Kindergarten, F12c) | 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. | Student population | Modified from source | 8th grade students  Mathematics Percentage required by AYP goals \_\_\_\_\_\_\_\_\_ percent | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021301 | 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 | Student population | Modified from source | 6th grade students  English as a second language 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | Add response option "Check here if service not available" to differentiate 0 % enrollment and no program available.  Definitional text relocated to hyperlinked help text. | Modified from IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? If the program is available but no studnets currently receive it, enter 0 for that program.  Programs that focus on developing students’ literacy solely in English  Percentage of students | This modified question is more inclusive of various language problems, such as dual language immersion programs rather than just bilingual education.  Added additonal onscreen instructions for clarity on this item, “If the program is available but no studets currently receive it, enter 0 for that program.” |
| 8021302 | 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 | Student population | Modified from source | 6th grade students  English as a second language 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021303 | 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 | Student population | Modified from source | 6th grade students  Bilingual education 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | 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. | Modified from IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? If the program is available but no studets currently receive it, enter 0 for that program.  Programs that focus on developing students’ literacy in two languages  Percentage of students | This modified question is more inclusive of various language problems, such as dual language immersion programs rather than just bilingual education.  Added additonal onscreen instructions for clarity on this item, “If the program is available but no studets currently receive it, enter 0 for that program.” |
| 8021304 | 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 | Student population | Modified from source | 6th grade students  Bilingual education 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021305 | ECLS-K (School Administrator, Grade 8, 24a,b,c) | A 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  (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) | Student population | Modified from source | 6th grade students  Special education 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | 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. | Unchanged from IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? If the program is available but no studets currently receive it, enter 0 for that program.  Special education | Added additonal onscreen instructions for clarity on this item, “If the program is available but no studets currently receive it, enter 0 for that program.” |
| 8021306 | 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  (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) | Student population | Modified from source | 6th grade students  Special education 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021403 | 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 | Student population | Modified from source | 7th grade students  English as a second language 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021404 | 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 | Student population | Modified from source | 7th grade students  English as a second language 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021401 | 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 | Student population | Modified from source | 7th grade students  Bilingual education 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021402 | 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 | Student population | Modified from source | 7th grade students  Bilingual education 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021405 | 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  (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) | Student population | Modified from source | 7th grade students  Special education 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percent age of students | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021406 | 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  (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) | Student population | Modified from source | 7th grade students  Special education 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021503 | 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 | Student population | Modified from source | 8th grade students  English as a second language 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021504 | 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 | Student population | Modified from source | 8th grade students  English as a second language 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021501 | 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 | Student population | Modified from source | 8th grade students  Bilingual education 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021502 | 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 | Student population | Modified from source | 8th grade students  Bilingual education 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021505 | 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  (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) | Student population | Modified from source | 8th grade students  Special education 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percentage of students | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8021506 | 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  (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) | Student population | Modified from source | 8th grade students  Special education 2. Check here if service not available | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8030101 | NLTS 2012 (School Administrator; E1a) | Which of the following placement options are available for students with IEPs at this school?  General education with services or supports | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  General education with services or supports  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  General education with services or supports  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs |  |
| 8030102 | NLTS 2012 (School Administrator; E1a) | Which of the following placement options are available for students with IEPs at this school?  General education with services or supports | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  General education with services or supports  2. Service not available | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  General education with services or supports  2. Service not available |  |
| 8030103 | NLTS 2012 (School Administrator; E1b) | Which of the following placement options are available for students with IEPs at this school?  Classes co-taught by general and special education teachers | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Classes co-taught by general and special education teachers  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Classes co-taught by general and special education teachers  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs |  |
| 8030104 | NLTS 2012 (School Administrator; E1b) | Which of the following placement options are available for students with IEPs at this school?  Classes co-taught by general and special education teachers | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Classes co-taught by general and special education teachers  2. Service not available | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Classes co-taught by general and special education teachers  2. Service not available |  |
| 8030105 | NLTS 2012 (School Administrator; E1c) | Which of the following placement options are available for students with IEPs at this school?  Part-time resource room for special education students | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Part-time resource room for special education students  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Part-time resource room for special education students  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs |  |
| 8030106 | NLTS 2012 (School Administrator; E1c) | Which of the following placement options are available for students with IEPs at this school?  Part-time resource room for special education students | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Part-time resource room for special education students  2. Service not available | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Part-time resource room for special education students  2. Service not available |  |
| 8030107 | NLTS 2012 (School Administrator; E1d) | Which of the following placement options are available for students with IEPs at this school?  Self-contained special education classrooms | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Self-contained special education classrooms  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Self-contained special education classrooms  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs |  |
| 8030108 | NLTS 2012 (School Administrator; E1d) | Which of the following placement options are available for students with IEPs at this school?  Self-contained special education classrooms | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Self-contained special education classrooms  2. Service not available | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Self-contained special education classrooms  2. Service not available |  |
| 8030109 | NLTS 2012 (School Administrator; E1e) | Which of the following placement options are available for students with IEPs at this school?  Individual instruction such as home school or a residential, off site, incarceration or hospital program | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Individual instruction such as home school or a residential, off site, incarceration or hospital program  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Individual instruction such as home school or a residential, off site, incarceration or hospital program  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs |  |
| 8030110 | NLTS 2012 (School Administrator; E1e) | Which of the following placement options are available for students with IEPs at this school?  Individual instruction such as home school or a residential, off site, incarceration or hospital program | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Individual instruction such as home school or a residential, off site, incarceration or hospital program  2. Service not available | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Individual instruction such as home school or a residential, off site, incarceration or hospital program  2. Service not available |  |
| 8030111 | NLTS 2012 (School Administrator; E1f) | Which of the following placement options are available for students with IEPs at this school?  Other (Please specify) | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Other (Please specify)  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the the column labeled "Service not available."  Other (Please specify)  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage of students with IEPs |  |
| 8030112 | NLTS 2012 (School Administrator; E1f) | Which of the following placement options are available for students with IEPs at this school?  Other (Please specify) | Percent of students with IEPs receiving services | Modified from source | What percentage of students with IEPs at your school are served by the following placement options:  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the box in the "Service not available" column.  Other (Please specify)  2. Service not available | Question was modified to capture the percent of students served, rather than just if the placement options were available. | Unchanged from IVFT | What percentage of students with IEPs at your school are served by the following placement options?  If a service is available but no students currently receive it, enter 0 for that service.  If a service is not available at your school, check the column labeled "Service not available."  Other (Please specify)  2. Service not available |  |
| 8030201 |  |  |  |  |  |  | New for OFT | The next questions are about services and supports schools can offer to teachers of students with IEPs.  Are the following 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 | Added to improve data reporting quality. |
| 8030202 | 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?  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 | Types of services available to general education teachers who teach students with IEPs in their classroom |  | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs.  Are the following available to general education teachers in this school when students with IEPs are included in their classes?  a. Consultation with or technical assistance from special education or other staff with general special education training, not specific to child's disability  1. Yes  2. No | Question stem modified to improve data reporting quality. |
| 8030203 | 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?  Special equipment or materials | Types of services available to general education teachers who teach students with IEPs in their classroom |  | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following 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 stem modified to improve data reporting quality. |
| 8030204 | 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?  Professional development | Types of services available to general education teachers who teach students with IEPs in their classroom |  | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following available to general education teachers in this school when students with IEPs are included in their classes?  Professional development 1. Yes  2. No | Question stem modified to improve data reporting quality. |
| 8030205 | 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?  Teacher aides, instructional assistants, paraprofessionals, or aides for individual students | Types of services available to general education teachers who teach students with IEPs in their classroom |  | 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. N | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following 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  Teacher aides, instructional assistants, paraprofessionals, or aides for individual students 1. Yes  2. No | Question stem modified to improve data reporting quality. |
| 8030206 | 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 | Types of services available to general education teachers who teach students with IEPs in their classroom |  | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following 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 stem modified to improve data reporting quality. |
| 8030207 | 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 | Types of services available to general education teachers who teach students with IEPs in their classroom |  | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following 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 stem modified to improve data reporting quality. |
| 8030208 | New Item |  | Types of services available to general education teachers who teach students with IEPs in their classroom | 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 | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following 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 | Question stem modified to improve data reporting quality. |
| 8030209 | New Item |  | Types of services available to general education teachers who teach students with IEPs in their classroom | 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 | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following available to general education teachers in this school when students with IEPs are included in their classes?  Team planning  1. Yes  2. No | Question stem modified to improve data reporting quality. |
| 8030210 | New Item |  | Types of services available to general education teachers who teach students with IEPs in their classroom | 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 | 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. | Modified from IVFT | The next questions are about services and supports schools can offer to teachers of students with IEPs. Are the following available to general education teachers in this school when students with IEPs are included in their classes?  Other (Please specify)  1. Yes  2. No | Question stem modified to improve data reporting quality. |
| 8030301 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Referrals to vocational rehabilitation services  1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column. |
| 8030302 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 2. Program or service not available | 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. | Modified from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Referrals to Vocational Rehabilitation services  2. Program and supports not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030303 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Help developing capability to dress, clean, care for self  1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030304 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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  2. Program or service not available | 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. | Modified from IVFT | 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.    If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Help developing capability to dress, clean, care for self  2. Program or service not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030305 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Learning self-determination and self-advocacy skills  1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030306 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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  2. Program or service not available | 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. | Modified from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Learning self-determination and self-advocacy skills  2. Program and supports not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030307 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Peer buddy program  1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030308 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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  2. Program or service not available | 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. | Modified from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Peer buddy program  2. Program and supports not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030309 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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 | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030310 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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  2. Program or service not available | 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. | Modified from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Alternative placements for students who are expelled and/or suspended  2. Program and supports not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030311 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Helping students connect to outside transition services, supports, and activities 1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030312 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 2. Program or service not available | 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. | Modified from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Helping students connect to outside transition services, supports, and activities 2. Program and supports not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030313 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Helping students connect to adult residential providers and day services 1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030314 | NLTS 2012 (School Administrator; E4) | 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= Noand day | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 2. Program or service not available | 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. | Modified from IVFT | 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 2. Program or support not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030315 | NLTS 2012 (School Administrator; E4) | 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.  Information bank for parents or guardians with materials and resources relating to independent living  1= Yes  2= No | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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.  Information bank for parents or guardians with materials and resources relating to independent living 1. Percentage of students with IEPs \_\_\_\_\_ percent | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.    Information bank for parents or guardians with materials and resources relating to independent living 1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030316 | NLTS 2012 (School Administrator; E4) | 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.  Information bank for parents or guardians with materials and resources relating to independent living  1= Yes  2= No | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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.  Information bank for parents or guardians with materials and resources relating to independent living 2. Program or service not available | 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. | Modified from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Information bank for parents or guardians with materials and resources relating to independent living 2. Program or support not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030317 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Instruction for parents or guardians on youth’s rights and responsibilities under disability-related laws 1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030318 | NLTS 2012 (School Administrator; E4) | 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 | Percent of students with IEPs who receive each type of service offered by the school | Modified from source | 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 2. Program or service not available | 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. | Modified from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.    Instruction for parents or guardians on youth’s rights and responsibilities under disability-related laws 2. Program or support not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030319 | New Item |  | Percent of students with IEPs who receive each type of service offered by the school | 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 | 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. | Unchanged from IVFT | 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.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.    Other (Please specify) 1. Percentage of students with IEPs \_\_\_\_\_ percent | Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8030320 | New Item |  | Percent of students with IEPs who receive each type of service offered by the school | 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.  Othe | 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. | Modified from IVFT | 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.    If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column.  Other (Please specify) 2. Program or support not available | Changed "service" to "supports" to be more inclusive of various supports available.  Onscreen instructions were added to provide clarity on this item.  If a program or support is available but no students currently revceive it, enter 0 in the “Percentage of students with IEPs” column.  If a program and supports are not avilable at your school, check the box in the “Program and supports not avilable” column |
| 8040101 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q28 | 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 | Interdisciplinary teaching teams | Modified from source | 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. | Modified from IVFT | Does your school use interdisciplinary team teaching in sixth grade? | Modified stem text to focus on the OFT's sixth grade sample.  Updated "6th grade" to "sixth grade" for consistency. |
| 8040102 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q28 | 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 | Interdisciplinary teaching teams | Modified from source | Does your school use interdisciplinary team teaching in the following grades?  Grade 7 1. Yes  2. No |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040103 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q28 | 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 | Interdisciplinary teaching teams | Modified from source | Does your school use interdisciplinary team teaching in the following grades?  Grade 8 1. Yes  2. No |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040201 | New Item |  | Interdisciplinary teaching teams | 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 \_\_\_\_\_ |  | Modified from IVFT | When did your school begin using interdisciplinary team teaching in sixth grade?  1.Before 2008-09  2. 2009-10  3. 2010-11  4. 2011-12  5. 2012-13  6. 2013-14  7. 2014-15  8. 20115-16  9. Current school year  10. Don’t’know | Modified stem text to focus on the OFT's sixth grade sample.  Updated "6th grade" to "sixth grade" for consistency. |
| 8040203 | New Item |  | Interdisciplinary teaching teams | 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 \_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040204 | New Item |  | Interdisciplinary teaching teams | New Item | When did your school begin using interdisciplinary team teaching in the following middle grades?  Grade 7  2. Don't know |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040205 | New Item |  | Interdisciplinary teaching teams | 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 \_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040206 | New Item |  | Interdisciplinary teaching teams | New Item | When did your school begin using interdisciplinary team teaching in the following middle grades?  Grade 8  2. Don't know |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040301 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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\_\_\_\_\_ | 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. | Modified from IVFT | For sixth grade, 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\_\_\_\_\_ | Revised to focus on sixth grade. |
| 8040302 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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  2. Average number of teachers 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. | Modified from IVFT | For sixth grade, 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  2. Average number of teachers per team \_\_\_\_\_ | Revised to focus on sixth grade. |
| 8040303 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Modified from IVFT | For sixth grade, 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  3. Average number of students per team\_\_\_\_\_ | Revised to focus on sixth grade. |
| 8040304 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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\_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040305 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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  2. Average number of teachers per team \_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040306 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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  3. Average number of students per team\_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040307 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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\_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040308 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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  2. Average number of teachers per team \_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040309 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q29 | 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 | Interdisciplinary teaching teams | Modified from source | 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  3. Average number of students per team\_\_\_\_\_ |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040401 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040402 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040403 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040404 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040405 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040406 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040407 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040408 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040409 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040410 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040411 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040412 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040413 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  English/Language arts | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040414 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for grade 6 by checking the box if the subject matter is typically part of the teams at that corresponding grade level.  Mathematics | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040415 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Science | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040416 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Social studies/civics | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040417 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Health | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040418 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Art | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040419 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Music | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040420 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Technology/computer science | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040421 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Foreign language | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040422 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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.)  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Physical education (P.E.) | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040423 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Special education | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040424 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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)  Grade 6 | 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. | Modified from IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box .  Other (Please specify) | Revised stem to only include grade 6.  Removed Grade 6 coulmn heading sicne question only asks about sixth grade. |
| 8040425 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040426 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040427 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040428 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040429 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040430 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040431 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040432 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040433 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040434 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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.)  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040435 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040436 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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)  Grade 7 | 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040437 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040438 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040439 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040440 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040441 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040442 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040443 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040444 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040445 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040446 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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.)  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040447 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040448 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q30 | 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 | Interdisciplinary teaching teams | Modified from source | 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)  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. | Dropped for OFT |  | Dropped to reduce burden |
| 8040501 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31 | 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 | Common planning time | Modified from source | 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 | 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. | Modified from IVFT | For sixth grade on average, how much common planning time is regularly scheduled each week for interdisciplinary teaching teams? Your best estimate is fine.    Average common planning time per week | Modified stem text to focus on the OFT's sixth grade sample. |
| 8040502 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31 | 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 | Common planning time | Modified from source | 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 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. | Modified from IVFT | For sixth grade on average, how much common planning time is regularly scheduled each week for interdisciplinary teaching teams? Your best estimate is fine.  Don't know | Modified stem text to focus on the OFT's sixth grade sample. |
| 8040503 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31 | 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 | Common planning time | Modified from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040504 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31 | 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 | Common planning time | Modified from source | 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 7. Don't know |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040505 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31 | 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 | Common planning time | Modified from source | 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 1. None  2. Less |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040506 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q31 | 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 | Common planning time | Modified from source | 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 7. Don't know |  | Dropped for OFT |  | Dropped to reduce burden |
| 8040601 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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. None  Little  Less than half  About half  More than half | Interdisciplinary teaching teams | Modified from source | 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.    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. | Unchanged from IVFT | 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.    1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 8040602 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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 | Interdisciplinary teaching teams | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8040603 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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 | Interdisciplinary teaching teams | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8040604 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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.  Diagnose Individual Students. Teachers discuss problems of specific students and arrange appropriate help. None  Little  Less than half  About half  More than half | Interdisciplinary teaching teams | Modified from source | 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, problelems).  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. | Unchanged from IVFT | 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, problelems).  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 8040605 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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.  Conduct Conferences With Parents. Teachers meet as a team with parents to solve problems, provide assistance. None  Little  Less than half  About half  More than half | Interdisciplinary teaching teams | Modified from source | 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 activities related to parent involvement or communicate with parents  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. | Unchanged from IVFT | 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 activities related to parent involvement or communicate with parents  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 8040606 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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.  CoorCoordinate content. Teachers decide common themes and related topics for instruction. None  Little  Less than half  About half  More than half | Interdisciplinary teaching teams | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8040607 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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 | Interdisciplinary teaching teams | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8040608 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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 | Interdisciplinary teaching teams | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8040609 | NELS:88 School Administrator Questionnaire, Survey of Middle Grades Practices, Q32 | 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 | Interdisciplinary teaching teams | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8040701 | New Item |  | Interdisciplinary teaching teams | 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 |  | Unchanged from IVFT | 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 |  |
| 8040702 | New Item |  | Interdisciplinary teaching teams | 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 |  | Unchanged from IVFT | 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 |  |
| 8040703 | New Item |  | Interdisciplinary teaching teams | 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 |  | Unchanged from IVFT | 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 |  |
| 8040704 | New Item |  | Interdisciplinary teaching teams | 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 use integrated curriculum across subjects  1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  | Unchanged from IVFT | 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 use integrated curriculum across subjects  1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  |
| 8040705 | New Item |  | Interdisciplinary teaching teams | 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.  The school schedule has flexibility to regroup students or vary time for different subjects  1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school.  The school schedule has flexibility to regroup students or vary time for different subjects  1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  |
| 8040706 | New Item |  | Interdisciplinary teaching teams | 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.  Students identify with the team 1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school.  Students identify with the team  1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  |
| 8040707 | New Item |  | Interdisciplinary teaching teams | 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.  Individual student problems are recognized quickly  1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements regarding the interdisciplinary teaching teams at your school.  Individual student problems are recognized quickly  1. Strongly disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly agree |  |
| 8040801 | New Item |  | Services and supports | 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.  Minimum competency tests for promotion to next grade 1. Never been used  2. Currently used  3. Used in the past  4. Use in the future |  | Unchanged from IVFT | 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 future at your school.  Minimum competency tests for promotion to next grade 1. Never been used  2. Currently used  3. Used in the past, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040802 | New Item |  | Services and supports | 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 |  | Unchanged from IVFT | 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, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040803 | New Item |  | Services and supports | 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 |  | Unchanged from IVFT | 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, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040804 | New Item |  | Services and supports | 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.  Exploratory mini-courses for all students in all grades 1. Never been used  2. Currently used  3. Used in the past  4. Use in the future |  | Unchanged from IVFT | 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.  Exploratory mini-courses for all students in all grades 1. Never been used  2. Currently used  3. Used in the past, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040805 | New Item |  | Services and supports | 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.  Students from more than one grade level assigned together to the same academic classes 1. Never been used  2. Currently used  3. Used in the past  4. Use in the future |  | Unchanged from IVFT | 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.  Students from more than one grade level assigned together to the same academic classes 1. Never been used  2. Currently used  3. Used in the past, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040806 | New Item |  | Services and supports | 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.  Teachers send information and ideas to parents on how to help their children with homework and skills  1. Never been used  2. Currently used  3. Used in the past  4. Use in the future |  | Unchanged from IVFT | 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.  Teachers send information and ideas to parents on how to help their children with homework and skills  1. Never been used  2. Currently used  3. Used in the past, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040807 | New Item |  | Services and supports | 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.  Extracurricular activities for all students  1. Never been used  2. Currently used  3. Used in the past  4. Use in the future |  | Unchanged from IVFT | 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.  Extracurricular activities for all students  1. Never been used  2. Currently used  3. Used in the past, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040808 | New Item |  | Services and supports | 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.  Schools-within-a-school with their own administrative staffs  1. Never been used  2. Currently used  3. Used in the past  4. Use in the future |  | Unchanged from IVFT | 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.  Schools-within-a-school with their own administrative staffs  1. Never been used  2. Currently used  3. Used in the past, no longer in use  4. Not currently used, plan to use in the future | Removed “near” in the question wording as it was too vague.  Also revised the response options to be more consistent with the question wording. |
| 8040902 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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. | Modified from IVFT | The following questions are about math courses at your school. Which of the following math courses are offered to sixth graders by your school?  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 | Modified to focus on sixth grade. |
| 8040903 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Modified from IVFT | The following questions are about math courses at your school. Which of the following math courses are offered to sixth graders by your school?  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 | Modified to focus on sixth grade. |
| 8040904 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Modified from IVFT | The following questions are about math courses at your school. Which of the following math courses are offered to sixth graders by your school?  Remedial Math 1. Yes, offered in a traditional cla | Modified to focus on sixth grade. |
| 8040906 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 8040907 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 8040908 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 8040910 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 8040911 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 8040912 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Dropped for OFT |  | Dropped to reduce burden |
| 8040914 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040915 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040916 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040917 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040918 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040919 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040920 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040921 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Modified from IVFT | Other math  Precalculus  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 | Removed hyphen in Pre-calculus. |
| 8040922 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8040923 | HSLS:09 (School Administrator, Baseyear, Sect. D, Q 1) | 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 | Courses offered and course availability | Modified from source | 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 | Unchanged from IVFT | 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 |  |
| 8041001 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Grade 6  Remedial Math  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041002 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Grade 6  General Math  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041003 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Grade 6  Honors Math  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041004 | New item |  | Courses offered and course availability | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041005 | New item |  | Courses offered and course availability | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041006 | New item |  | Courses offered and course availability | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041007 | New item |  | Courses offered and course availability | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041008 | New item |  | Courses offered and course availability | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041009 | New item |  | Courses offered and course availability | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041010 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Introduction to Algebra/Pre-algebra  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041011 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Algebra I, part 1  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041012 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Algebra I, part 2  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041013 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Algebra I  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041014 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Algebra II  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041015 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Geometry  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041016 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Trigonometry  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041017 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Precalculus  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041018 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Calculus  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041019 | New item |  | Courses offered and course availability | 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 |  | Modified from IVFT | Are there enough slots available for the following course or courses so that sixth-grade students who have the necessary prerequisites and interest can enroll?  Other math  Other (Please specify)  1. Yes  2. No | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041100 | NAEP:2009 (School Background, Grade 8, Part III, 8) | 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 tha n 25 percent  6. Students are not grouped by ability. | Courses offered and course availability | Modified from source | 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. | Modified from IVFT | Please estimate the percentage of sixth-grade students repeating the level of mathematics they took in fifth grade.  If your school uses a semester or block course system, please indicate the percentage of sixth-grade students repeating the last course they took in fifth-grade.  1. Less than 1 percent  2. 1-5 percent  3. 6-10 percent  4. 11-25 percent  5. More than 25 percent  6. Students are not grouped by ability  7. Do not know | Modified stem text to focus on the OFT's sixth grade sample. |
| 8041200 | NAEP:2009 (School Background, Grade 8, Part III, 8) | 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. | Courses offered and course availability | Modified from source | Please estimate the percentage of 8th grade students repeating the level of mathematics they took in 7th grade.  If your school uses a semester or block course system, please indicate the percentage of 8th grade students repeating the last course sectio n they took in 7th 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. | Dropped for OFT |  | Dropped to reduce burden |
| 8041300 | NAEP:2009 (School Background, Grade 8, Part III, 9) | 9. Please estimate the percentage of students that is transferred to a lower 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 | Courses offered and course availability | Modified from source | Please estimate the percentage of students demoted to a previous level in mathematics between 6th and 7th 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 | The text "transferred to a lower ability/achievement based placement" was changed to "demoted to a previous level" for clarity. | Modified from IVFT | Please estimate the percentage of students demoted to a previous level in mathematics between sixth and seventh grade.  1. Less than 1 percent  2. 1-5 percent  3. 6-10 percent  4. 11-25 percent  5. More than 25 percent  6. Students are not grouped by ability  7. Don’t know | Modified text to align with the style guide. |
| 8041400 | NAEP:2009 (School Background, Grade 8, Part III, 9) | 9. Please estimate the percentage of students that is transferred to a lower 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. | Courses offered and course availability | Modified from source | Please estimate the percentage of students demoted to a previous level in mathematics between 7th and 8th 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041501 | New Item |  | Courses offered and course availability | 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 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 |  | Modified from IVFT | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 6 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 | Modified text to align with the style guide. |
| 8041502 | New Item |  | Courses offered and course availability | 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?  7th 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 |  | Modified from IVFT | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 7 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 | Modified text to align with the style guide. |
| 8041503 | New Item |  | Courses offered and course availability | 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?  8th 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 |  | Modified from IVFT | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 8 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 | Modified text to align with the style guide. |
| 8041504 | New Item |  | Courses offered and course availability | 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?  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 |  | Modified from IVFT | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 9 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 | Modified text to align with the style guide. |
| 8041505 | New Item |  | Courses offered and course availability | 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 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 |  | Modified from IVFT | Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 6 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 | Modified text to align with the style guide. |
| 8041506 | New Item |  | Courses offered and course availability | 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?  7th 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 |  | Modified from IVFT | Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 7 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 | Modified text to align with the style guide. |
| 8041507 | New Item |  | Courses offered and course availability | 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?  8th 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 |  | Modified from IVFT | Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 8 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 | Modified text to align with the style guide. |
| 8041508 | New Item |  | Courses offered and course availability | 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?  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 |  | Modified from IVFT | Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 9 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 | Modified text to align with the style guide. |
| 8041509 | New Item |  | Courses offered and course availability | 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 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 |  | Modified from IVFT | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 6 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 | Modified text to align with the style guide. |
| 8041510 | New Item |  | Courses offered and course availability | 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?  7th 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 |  | Modified from IVFT | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 7 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 | Modified text to align with the style guide. |
| 8041511 | New Item |  | Courses offered and course availability | 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?  8th 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 |  | Modified from IVFT | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 8 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 | Modified text to align with the style guide. |
| 8041512 | New Item |  | Courses offered and course availability | 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?  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 |  | Modified from IVFT | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in sixth grade?  Grade 9 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 | Modified text to align with the style guide. |
| 8041601 | New Item |  | Courses offered and course availability | New Item | Is there any other sequence of courses that is taken by 6th graders?  1. Yes  2. No |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041602 | New Item |  | Courses offered and course availability | New Item | What is the additional sequence of courses some students would take starting in 6th grade?  6th 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041603 | New Item |  | Courses offered and course availability | New Item | What is the additional sequence of courses some students would take starting in 6th grade?  7th 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041604 | New Item |  | Courses offered and course availability | New Item | What is the additional sequence of courses some students would take starting in 6th grade?  8th 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041605 | New Item |  | Courses offered and course availability | New Item | What is the additional sequence of courses some students would take starting in 6th 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041701 | ECLS-K (School Administrator, Grade 8, 24) |  | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 6th grade students 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 |  | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  1. Percentage of sixth-grade students \_\_\_\_\_ percent | Modified text to align with the style guide. |
| 8041702 | ECLS-K (School Administrator, Grade 8, 24) |  | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 6th grade students are in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  2. Instructional program not available at this grade |  | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  2. Instructional program not available at this grade | Modified text to align with the style guide. |
| 8041703 | ECLS-K (School Administrator, Grade 8, 24) | 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 languag e  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 | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 6th grade students 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 | A question was added for other areas of English language arts. | Modified from IVFT | Approximately what percentage of your sixth-grade students 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 sixth-grade students  \_\_\_\_\_ percent | Modified text to align with the style guide. |
| 8041704 | ECLS-K (School Administrator, Grade 8, 24) | 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 languag e)  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 | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 6th grade students is in each of the following instructional programs?  Additional instruction for students performing below grade level in other areas of English language arts 2. Instructional program not available at this grade |  | Modified from IVFT | Approximately what percentage of your sixth-grade students is in each of the following instructional programs?  Additional instruction for students performing below grade level in other areas of English language arts 2. Instructional program not available at this grade | Modified text to align with the style guide. |
| 8041705 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 6th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  1. Percentage of 6th grade students \_\_\_\_\_ percent | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 6th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  1. Percentage of 6th grade students \_\_\_\_\_ percent |  | Modified from IVFT | Approximately what percentage of your sixth-grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  1. Percentage of sixth-grade students \_\_\_\_\_ percent | Modified text to align with the style guide. |
| 8041706 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 6th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  2. Instructional program not available at this grade | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 6th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  2. Instructional program not available at this grade |  | Modified from IVFT | Approximately what percentage of your sixth-grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  2. Instructional program not available at this grade | Modified text to align with the style guide. |
| 8041707 | ECLS-K (School Administrator, Grade 8, 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  \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 6th grade students is in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  1. Percentage of 6th grade students \_\_\_\_\_ percent | Question text for program Gifted and Talented was expanded to include International Baccalaureate. | Modified from IVFT | Approximately what percentage of your sixth-grade students is in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  1. Percentage of sixth-grade students \_\_\_\_\_ percent | Modified text to align with the style guide. |
| 8041708 | ECLS-K (School Administrator, Grade 8, 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  \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 6th grade students is in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  2. Instructional program not available at this grade | Question text for program Gifted and Talented was expanded to include International Baccalaureate. | Modified from IVFT | Approximately what percentage of your sixth-grade students is in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  2. Instructional program not available at this grade | Modified text to align with the style guide. |
| 8041801 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 7th grade students 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 | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 7th grade students 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041802 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  2. Instructional program not available at this grade | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  2. Instructional program not available at this grade |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041803 | ECLS-K (School Administrator, Grade 8, 24) | 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  \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 7th grade students 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 \_\_\_ percemt | A question was added for other areas of English language arts. | Dropped for OFT |  | Dropped to reduce burden |
| 8041804 | ECLS-K (School Administrator, Grade 8, 24) | 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  \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Additional instruction for students performing below grade level in other areas of English language arts 2. Instructional program not available at this grade | A question was added for other areas of English language arts. | Dropped for OFT |  | Dropped to reduce burden |
| 8041805 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  1. Percentage of 7th grade students \_\_\_\_\_ percent | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  1. Percentage of 7th grade students \_\_\_\_\_ percent |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041806 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  2. Instructional program not available at this grade | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  2. Instructional program not available at this grade |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041807 | ECLS-K (School Administrator, Grade 8, 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    \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  1. Percentage of 7th grade students \_\_\_\_\_ percent | Question text for program Gifted and Talented was expanded to include International Baccalaureate. | Dropped for OFT |  | Dropped to reduce burden |
| 8041808 | ECLS-K (School Administrator, Grade 8, 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    \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 7th grade students are in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  2. Instructional program not available at this grade | Question text for program Gifted and Talented was expanded to include International Baccalaureate. | Dropped for OFT |  | Dropped to reduce burden |
| 8041901 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  1. Percentage of 8th grade students \_\_\_\_\_ percent | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  1. Percentage of 8th grade students \_\_\_\_\_ percent |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041902 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  2. Instructional program not available at this grade | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Reading instruction for students performing below grade level in reading  2. Instructional program not available at this grade |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041903 | ECLS-K (School Administrator, Grade 8, 24) | 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    \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 8th grade students 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 8th grade students \_\_\_ percent | A question was added for other areas of English language arts. | Dropped for OFT |  | Dropped to reduce burden |
| 8041904 | ECLS-K (School Administrator, Grade 8, 24) | 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 langc. 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 | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Additional instruction for students performing below grade level in other areas of English language arts  2. Instructional program not available | A question was added for other areas of English language arts. | Dropped for OFT |  | Dropped to reduce burden |
| 8041905 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  1. Percentage of 8th grade students \_\_\_\_\_ percent | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  1. Percentage of 8th grade students \_\_\_\_\_ percent |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041906 | ECLS-K (School Administrator, Grade 8, 24) | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  2. Instructional program not available at this grade | Providing additional support for struggling students | Unchanged from source | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Instruction for students performing below grade level in mathematics  2. Instructional program not available at this grade |  | Dropped for OFT |  | Dropped to reduce burden |
| 8041907 | ECLS-K (School Administrator, Grade 8, 24) | 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    \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  1. Percentage of 8th grade students \_\_\_\_\_ percent | Question text for program Gifted and Talented was expanded to include International Baccalaureate. | Dropped for OFT |  | Dropped to reduce burden |
| 8041908 | ECLS-K (School Administrator, Grade 8, 24) | 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    \_\_\_\_\_\_ Percent | Providing additional support for struggling students | Modified from source | Approximately what percentage of your 8th grade students is in each of the following instructional programs?  Gifted and talented or International Baccalaureate® (IB)  2. Instructional program not available at this grade | Question text for program Gifted and Talented was expanded to include International Baccalaureate. | Dropped for OFT |  | Dropped to reduce burden |
| 8042001 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.  3. High school students present information at the middle grades school | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  3. {AF2} grade students share information with the {AF1} grade students | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  1. Sixth-grade students share information with the fifth-grade students | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042002 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    4. Middle grades students visit the high school for assembly | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  4. {AF1} grade students visit an assembly of {AF2} grade students | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  2. Fifth-grade students visit an assembly of sixth-grade students | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042003 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    5. Middle grades students attend regular classes at the high school | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  5. {AF1} grade students attend regular {AF2} grade courses | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  3. Fifth-grade students attend regular sixth grade courses | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042004 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    6. Buddy or big brother/big sister programs that pairs new students with an older student in the fall | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  6. Buddy programs that pair new students with an older student in the fall | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  4. Buddy programs that pair new students with an older student in the fall | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042005 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    7. Parents visit high school while students are still in middle grades | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  7. Parents visit the school or {AF2} grade section while students are still in {AF1} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  5. Parents visit the school or sixth- grade section while students are still in fifth-grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042006 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    8. Parents visit high school for an orientation in the fall after children have entered | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  8. Parents can attend an orientation in the fall after students start {AF2} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  6. Parents can attend an orientation in the fall after students start sixth grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042007 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    9. Summer meetings at the high school | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  9. Meeting for {AF1} grade students during the summer prior to beginning the {AF2} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  7. Meeting for fifth-grade students during the summer prior to beginning the sixth-grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042008 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    10. High school counselors meet with students while they are still in middle grades | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  10. {AF2} grade and {AF1} grade teachers meet together on courses and requirements | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  8. Sixth-grade and fifth-grade teachers meet together on courses and requirements | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042009 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    11. Middle grades and high school teachers meet together on courses and requirements | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  11. {AF2} grade and {AF1} grade administrators meet together on articulation and programs | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  9. Sixth-grade and fifth-grade administrators meet together on articulation and programs | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042010 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.  12. Middle grades and high school administrators meet together on articulation and programs | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  12. {AF1} grade counselors meet with {AF2} grade counselors or staff | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  10. Fifth-grade counselors meet with sixth-grade counselors or staff | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042011 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    13. Middle grades counselors meet with high school grades counselors or staff | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  13. {AF2} grade counselors meet with students while they are still in {AF1} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  11. Sixth-grade counselors meet with students while they are still in fifth-grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042012 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    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  11. Middle grades and high school teachers meet together on courses and requirements  12. Middle grades and high school administrators meet together on articulation and programs  13. Middle grades counselors meet with high school grades counselors or staff  14. Other (describe) | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  14. {AF2} grade counselors meet with individual {AF1} grade students and assist them with selecting {AF2} grade courses while they are still in {AF1} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  12. Sixth-grade counselors meet with individual fifth-grade students and assist them with selecting sixth-grade courses while they are still in fifth-grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042013 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    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  11. Middle grades and high school teachers meet together on courses and requirements  12. Middle grades and high school administrators meet together on articulation and programs  13. Middle grades counselors meet with high school grades counselors or staff  14. Other (describe) | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  15. {AF1} grade counselors present information to {AF1} grade students’ parents or guardians about {AF2} grade courses and registration | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  13. Fifth-grade counselors present information to fifth-grade students’ parents or guardians about sixth-grade courses and registration | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042014 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    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  11. Middle grades and high school teachers meet together on courses and requirements  12. Middle grades and high school administrators meet together on articulation and programs  13. Middle grades counselors meet with high school grades counselors or staff  14. Other (describe) | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  16. {AF1} grade counselors place {AF1} grade students into {AF2} grade courses based on school or district placement policies | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  14. Fifth-grade counselors place fifth-grade students into sixth-grade courses based on school or district placement policies | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042015 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    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  11. Middle grades and high school teachers meet together on courses and requirements  12. Middle grades and high school administrators meet together on articulation and programs  13. Middle grades counselors meet with high school grades counselors or staff  14. Other (describe) | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  17. {AF1} grade counselors present information to {AF1} grade students about {AF2} grade courses and registration | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  15. fifth-grade counselors present information to fifth-grade students about sixth-grade courses and registration | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042016 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    2. No special activities until students enter high school | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways? 2. No special activities until students enter {AF2} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  16. No special activities until students enter sixth grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042017 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    14. Other (describe) | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  99. Other (Please specify) | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  99. Other (Please specify) | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042018 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? Select all that apply to your present practices.    1. No transition—high school grades continue in K-12, 7-12, or other program | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF1: 5th/6th/7th} grade to {AF2: 6th/7th/8th} grade in any of the following ways?  1. No transition—{AF1} grade seamlessly continues directly from {AF2} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?  17. No transition—sixth grade seamlessly continues directly from fifth grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042100 | New Item |  | Assistance with transitions from elementary to middle and middle to high school grades | 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 |  | Modified from IVFT | Does your school provide additional assistance with the transition from fifth grade to sixth grade for students with disabilities?  1. Yes  2. No | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042201 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  1. No transition—{AF3} grade seamlessly continues directly from {AF4} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  1. No transition—seventh grade seamlessly continues directly from sixth grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042202 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  2. No special activities until students enter {AF4} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  2. No special activities until students enter seventh grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042203 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  3. {AF4} grade students share information with the {AF3} grade students | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  3. seventh-grade students share information with the sixth-grade students | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042204 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  4. {AF3} grade students visit an assembly of {AF4} grade students | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  4. Sixth-grade students visit an assembly of seventh-grade students | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042205 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  5. {AF3} grade students attend regular {AF4} grade courses | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  5. Sixth-grade students attend regular seventh-grade courses | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042206 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  6. Buddy programs that pair new students with an older student in the fall | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  6. Buddy programs that pair new students with an older student in the fall | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042207 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  7. Parents visit the school or {AF4} grade section while students are still in {AF3} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  7. Parents visit the school or {seventh-grade section while students are still in sixth-grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042208 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  8. Parents can attend an orientation in the fall after students start {AF4} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  8. Parents can attend an orientation in the fall after students start seventh grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042209 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  9. Meeting for {AF3} grade students during the summer prior to beginning the {AF4} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  9. Meeting for sixth-grade students during the summer prior to beginning the seventh grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042210 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  10. {AF4} grade and {AF3} grade teachers meet together on courses and requirements | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  10. Seventh-grade and sixth-grade teachers meet together on courses and requirements | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042211 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  11. {AF4} grade and {AF3} grade administrators meet together on articulation and programs | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  11. Seventh-grade and sixth-grade administrators meet together on articulation and programs | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042212 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  12. {AF3} grade counselors meet with {AF4} grade counselors or staff | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  12. Sixth-grade counselors meet with seventh-grade counselors or staff | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042213 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  13. {AF4} grade counselors meet with students while they are still in {AF3} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  13. Seventh-grade counselors meet with students while they are still in sixth grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042214 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  14. {AF4} grade counselors meet with individual {AF3} grade students and assist them with selecting {AF4} grade courses while they are still in {AF3} grade | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and unselor was provided.a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  14. Seventh-grade counselors meet with individual sixth-grade students and assist them with selecting seventh-grade courses while they are still in sixth grade | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042215 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  15. {AF3} grade counselors present information to {AF3} grade students’ parents or guardians about {AF4} grade courses and registration | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  15. Sixth-grade counselors present information to sixth-grade students’ parents or guardians about seventh-grade courses and registration | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042216 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  1. No transition—{AF3} grade seamlessly continues directly from {AF4} grade  2. No special activities until students enter {A F4} 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} grade administrators meet together on articulation and programs  12. {AF3} grade counselors meet with {AF4} grade counselors or staff  13. {AF4} grade counselors meet with students while they are still in {AF3} grade  14. {AF4} grade counselors meet with individual {AF3} grade students and assist them with selecting {AF4} grade courses while they are still in {AF3} grade  15. {AF3} grade counselors present information to {AF3} grade students’ parents or guardians about {AF4} grade courses and registration  16. {AF3} grade counselors place {AF3} grade students into {AF4} grade courses based on school or district placement policies  17. {AF3} grade counselors present information to {AF3} grade students about {AF4} grade courses and registration  99. Other (Please specify) | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  16. Sixth-grade counselors place sixth-grade students into seventh grade courses based on school or district placement policies | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042217 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  1. No transition—{AF3} grade seamlessly continues directly from {AF4} grade  2. No special activities until students enter {A F4} 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} grade administrators meet together on articulation and programs  12. {AF3} grade counselors meet with {AF4} grade counselors or staff  13. {AF4} grade counselors meet with students while they are still in {AF3} grade  14. {AF4} grade counselors meet with individual {AF3} grade students and assist them with selecting {AF4} grade courses while they are still in {AF3} grade  15. {AF3} grade counselors present information to {AF3} grade students’ parents or guardians about {AF4} grade courses and registration  16. {AF3} grade counselors place {AF3} grade students into {AF4} grade courses based on school or district placement policies  17. {AF3} grade counselors present information to {AF3} grade students about {AF4} grade courses and registration  99. Other (Please specify) | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  17. Sixth-grade counselors present information to sixth- grade students about sevneth- grade courses and registration | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042218 | NELS88 Enhancement Survey of Middle Grades Practices (School, Base Year, 21) | How do you organize the transition from the middle grades to the high school grades in the following ways? | Assistance with transitions from elementary to middle and middle to high school grades | Modified from source | Does your school organize the transition from {AF3: 6th/7th/8th} grade to {AF4: 7th/8th/9th} grade in any of the following ways?  1. No transition—{AF3} grade seamlessly continues directly from {AF4} grade  2. No special activities until students enter {A F4} 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} grade administrators meet together on articulation and programs  12. {AF3} grade counselors meet with {AF4} grade counselors or staff  13. {AF4} grade counselors meet with students while they are still in {AF3} grade  14. {AF4} grade counselors meet with individual {AF3} grade students and assist them with selecting {AF4} grade courses while they are still in {AF3} grade  15. {AF3} grade counselors present information to {AF3} grade students’ parents or guardians about {AF4} grade courses and registration  16. {AF3} grade counselors place {AF3} grade students into {AF4} grade courses based on school or district placement policies  17. {AF3} grade counselors present information to {AF3} grade students about {AF4} grade courses and registration  99. Other (Please specify) | Question text and response options were modified to apply to a transition between applicable grades rather than from middle to high school.  New response options were added to capture the role of counselors in transition assistance and a definition for counselor was provided. | Modified from IVFT | Does your school organize the transition from sixth-grade to seventh-grade in any of the following ways?  99. Other (Please specify) | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042300 | New Item |  | Assistance with transitions from elementary to middle and middle to high school grades | 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 |  | Modified from IVFT | Does your school provide additional assistance with the transition from sixth- grade to seventh-grade for students with disabilities?  1. Yes  2. No | Changed wording fills to reflect transistion from fifth to sixth grade for OFT. |
| 8042401 | New Item |  | Student advising time | New Item | Does your school have an advisory program in the following grades?  Grade 6  1. Yes  2. No |  | Modified from IVFT | Does your school have an advisory program in the sixth grade?  1. Yes  2. No | Modified to focus on sixth grade. |
| 8042402 | New Item |  | Student advising time | New Item | Does your school have an advisory program in the following grades?  Grade 7  1. Yes  2. No |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042403 | New Item |  | Student advising time | New Item | Does your school have an advisory program in the following grades?  Grade 8  1. Yes  2. No |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042501 | New Item |  | Student advising time | 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) |  | Modified from IVFT | Which of the following best describes the way your school schedules time for the advisory program in sixth grade?  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) | Changed auto-fill reference to reflect updated item. |
| 8042502 | New Item |  | Student advising time | 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) |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042503 | New Item |  | Student advising time | 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) |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042601 | New Item |  | Student advising time | 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 |  | Modified from IVFT | When did your school begin using an advisory program in the sixth grade?  School year started using advisory program | Changed to focus on sixth grade. |
| 8042602 | New Item |  | Student advising time | New Item | When did your school begin using an advisory program in the middle grades?  Grade 6  9. Don't know |  | Modified from IVFT | When did your school begin using an advisory program in the sixth grade?  Don’t Know | Changed to focus on sixth grade. |
| 8042603 | New Item |  | Student advising time | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042604 | New Item |  | Student advising time | New Item | When did your school begin using an advisory program in the middle grades?  Grade 7  9. Don't know |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042605 | New Item |  | Student advising time | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042606 | New Item |  | Student advising time | New Item | When did your school begin using an advisory program in the middle grades?  Grade 8  9. Don't know |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042701 | New Item |  | Student advising time | 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 |  | Modified from IVFT | On average, how much time do teachers regularly meet with sixth-grade students for advising? Your best estimate is fine.  Average advising time per week | Changed to focus on sixth grade.  Changed format of response options to be consistent with other items. |
| 8042702 | New Item |  | Student advising time | 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 |  | Modified from IVFT | On average, how much time do teachers regularly meet with sixth -grade students for advising? Your best estimate is fine.  Don't know | Changed to focus on sixth grade.  Changed format of response options to be consistent with other items. |
| 8042703 | New Item |  | Student advising time | New Item | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine.  Grade 7 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042704 | New Item |  | Student advising time | New Item | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine.  Grade 7 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042705 | New Item |  | Student advising time | New Item | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine.  Grade 8 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042706 | New Item |  | Student advising time | New Item | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine.  Grade 8 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8042801 | SHPPS (2006, School Level,7c) | Are students required to receive instruction on...  Nutrition and dietary behavior? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-grade students offered instruction on…  Nutrition and dietary behavior?  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only |
| 8042802 | SHPPS (2006, School Level,7d) | Are students required to receive instruction on...  Physical activity and fitness, that is classroom instruction, not a physical education period? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-grade students offered instruction on…  Physical activity and fitness that is classroom instruction, not a physical education period?  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only |
| 8042803 | SHPPS (2006, School Level,7a) | Are students required to receive instruction on...  Alcohol or other drug use prevention? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-grade students offered instruction on…  Alcohol or other drug use prevention?  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only |
| 8042804 | SHPPS (2006, School Level,7b) | Are students required to receive instruction on...  Tobacco use prevention? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-gradethstudents offered instruction on…  Tobacco use prevention?  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only |
| 8042805 | SHPPS (2006, School Level,7e) | Are students required to receive instruction on...  HIV (human immunodeficiency virus) prevention? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-grade students offered instruction on…  HIV (human immunodeficiency virus) prevention?  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only |
| 8042806 | SHPPS (2006, School Level,7e) | Are students required to receive instruction on...  STD (sexually transmitted disease) prevention? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-grade students offered instruction on…  STD (sexually transmitted disease) prevention?  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only |
| 8042807 | SHPPS (2006, School Level,7f) | Are students required to receive instruction on...  Sexual health education? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-gradestudents offered instruction on…  Sexual health education?  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only |
| 8042805 | SHPPS (2006, School Level,7f) | Are students required to receive instruction on...  Sexual health education? 1. Yes  2. No | Health services (e.g., sex education classes) | Modified from source | 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. | Modified from IVFT | Are sixth-gradestudents offered instruction on…  Instruction was not offered for any of the topics listed.  Select all that apply. | Revised item to be a "Select all that apply" format. Changed question stem to reference sixth-grade students only  Added this response option to distinguish between a skipped question and no instruction offered. |
| 8050101 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18a) | To what degree is each of the following matters a problem at your school? 1. Not a problem  2. Minor problem  3. Moderate problem  4. Serious problem | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050102 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18b) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050103 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18c) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050104 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18d) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050105 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18e) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050106 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18f) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050107 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18g) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050108 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18h) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050109 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18i) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050110 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 18j) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050111 | New Item |  | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | 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 | Revised question text to remove the word "matters" to simply text. | Unchanged from IVFT | 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 |  |
| 8050201 | SSOCS (Principal, 2009-10, Q20a) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050202 | SSOCS (Principal, 2009-10, Q20b) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. The text “Conflicts resulting from” was added to give administrators a point of reference to speak to. | Unchanged from IVFT | 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 |  |
| 8050203 | SSOCS (Principal, 2009-10, Q20c) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. The text “Conflicts resulting from” was added to give administrators a point of reference to speak to. | Unchanged from IVFT | 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 |  |
| 8050204 | SSOCS (Principal, 2009-10, Q20d) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. The text “Conflicts resulting from” was added to give administrators a point of reference to speak to. | Unchanged from IVFT | 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 |  |
| 8050205 | SSOCS (Principal, 2009-10, Q20e) | To the best of your knowledge, how often do the following types of problems occur in your school?  Widespread disorder in classrooms 1. Happens daily  2. Happens at least once a week  3. Happens at least once a month  4. Happens on occasion  5. Never happens | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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 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 chnged 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. | Unchanged from IVFT | 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 1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 8050206 | SSOCS (Principal, 2009-10, Q20f) | To the best of your knowledge, how often do the following types of problems occur in your school?  Student verbal abuse of teachers 1. Happens daily  2. Happens at least once a week  3. Happens at least once a month  4. Happens on occasion  5. Never happens | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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  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. | Unchanged from IVFT | 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  1. Never  2. Rarely  3. Sometimes  4. Often  5. Very often |  |
| 8050207 | SSOCS (Principal, 2009-10, Q20g) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. The text “Conflicts resulting from” was added to give administrators a point of reference to speak to. | Unchanged from IVFT | 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 |  |
| 8050208 | SSOCS (Principal, 2009-10, Q20h) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. The text “Conflicts resulting from” was added to give administrators a point of reference to speak to. | Unchanged from IVFT | 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 |  |
| 8050209 | SSOCS (Principal, 2009-10, Q20i) | 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 | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Modified from source | 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. The text “Conflicts resulting from” was added to give administrators a point of reference to speak to. | Unchanged from IVFT | 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 |  |
| 8050301 | SSOCS (Principal, 2009-10, Q1a) | 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 visitors to sign or check in  1. Yes  2. No | School-level security | Unchanged from source | 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 visitors to sign or check in  1. Yes  2. No |  | Modified from IVFT | 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 visitors to sign or check in  Select all that apply. | Revised item to be a "Select all that apply" format. |
| 8050302 | SSOCS (Principal, 2009-10, Q1b) | 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.  Control access to school buildings during school hours   1. Yes   2. No | School-level security | Unchanged from source | 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.  Control access to school buildings during school hours   1. Yes   2. No |  | Modified from IVFT | 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.  Control access to school buildings during school hours | Revised item to be a "Select all that apply" format. |
| 8050303 | SSOCS (Principal, 2009-10, Q1c) | 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.  Control access to school grounds during school hours  1. Yes  2.No | School-level security | Unchanged from source | 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.  Control access to school grounds during school hours  1. Yes  2.No |  | Modified from IVFT | 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.  Control access to school grounds during school hours | Revised item to be a "Select all that apply" format. |
| 8050304 | SSOCS (Principal, 2009-10, Q1d) | 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 students to pass through metal detectors each day   1. Yes   2. No | School-level security | Unchanged from source | 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 students to pass through metal detectors each day   1. Yes   2. No |  | Modified from IVFT | 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 students to pass through metal detectors each day | Revised item to be a "Select all that apply" format. |
| 8050305 | SSOCS (Principal, 2009-10, Q1l) | 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 students to wear uniforms  1. Yes  2. No | School-level security | Unchanged from source | 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 students to wear uniforms  1. Yes  2. No |  | Modified from IVFT | 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 students to wear uniforms | Revised item to be a "Select all that apply" format. |
| 8050306 | SSOCS (Principal, 2009-10, Q1m) | 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.  Enforce a strict dress code  1. Yes  2. No | School-level security | Unchanged from source | 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.  Enforce a strict dress code  1. Yes  2. No |  | Modified from IVFT | 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.  Enforce a strict dress code  . | Revised item to be a "Select all that apply" format. |
| 8050307 | SSOCS (Principal, 2009-10, Q1g and h) | 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 | School-level security | Modified from source | 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 | Clarify to specify most recent practice. | Modified from IVFT | 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 | Revised item to be a "Select all that apply" format. |
| 8050308 | SSOCS (Principal, 2009-10, Q1n) | 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 | School-level security | Unchanged from source | 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 |  | Modified from IVFT | 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 | Revised item to be a "Select all that apply" format. |
| 8050309 | SSOCS (Principal, 2009-10, Q1o) | 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 clear book bags or ban book bags on school grounds  1. Yes  2. No | School-level security | Unchanged from source | 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 clear book bags or ban book bags on school grounds  1. Yes  2. No |  | Modified from IVFT | 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 clear book bags or ban book bags on school grounds | Revised item to be a "Select all that apply" format. |
| 8050310 | SSOCS (Principal, 2009-10, Q1r) | 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 students to wear badges or picture IDs 1. Yes  2. No | School-level security | Unchanged from source | 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 students to wear badges or picture IDs 1. Yes  2. No |  | Modified from IVFT | 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 students to wear badges or picture IDs | Revised item to be a "Select all that apply" format. |
| 8050311 | SSOCS (Principal, 2009-10, Q1s) | 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 | School-level security | Unchanged from source | 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 |  | Modified from IVFT | 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 | Revised item to be a "Select all that apply" format. |
| 8050312 | SSOCS (Principal, 2009-10, Q1t) | 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 | School-level security | Unchanged from source | 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 |  | Modified from IVFT | 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 | Revised item to be a "Select all that apply" format. |
| 8050313 | SSOCS (Principal, 2009-10, Q1w) | 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.  Limit access to social networking websites from school computers  1. Yes  2. No | School-level security | Unchanged from source | 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.  Limit access to social networking websites from school computers  1. Yes  2. No |  | Modified from IVFT | 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.  Limit access to social networking websites from school computers | Revised item to be a "Select all that apply" format. |
| 8050314 | SSOCS (Principal, 2009-10, Q1x) | 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.  Prohibit use of cell phones, smart phones, and text messaging devices during school hours  1. Yes  2. No | School-level security | Unchanged from source | 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.  Prohibit use of cell phones, smart phones, and text messaging devices during school hours  1. Yes  2. No |  | Modified from IVFT | 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.  Prohibit use of cell phones, smart phones, and text messaging devices during school hours | Revised item to be a "Select all that apply" format. |
| 8050400 | SSOCS (Principal, 2009-10,Q7) | 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 | School-level security | Unchanged from source | 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 |  | Modified from IVFT | During this school year, have you had any security guards, security personnel, school resource officers, or sworn law enforcement officers present at your school at least once a week?  1. Yes  2. No | Added "school resource officers". |
| 8050501 | SSOCS (Principal, 2009-10,Q8) | 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 | School-level security | Unchanged from source | 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 |  | Modified from IVFT | Are these security guards, security personnel, school resource officers, 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 | Added "school resource officers". |
| 8050502 | SSOCS (Principal, 2009-10,Q8) | 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?  2. While students are arriving or leaving | School-level security | Unchanged from source | 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?  2. While students are arriving or leaving |  | Modified from IVFT | Are these security guards, security personnel, school resource officers, or sworn law enforcement officers used at least once a week in or around your school at the following times?  2. While students are arriving or leaving | Added "school resource officers". |
| 8050503 | SSOCS (Principal, 2009-10,Q8) | 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?  3. At selected school activities | School-level security | Unchanged from source | 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?  3. At selected school activities |  | Modified from IVFT | Are these security guards, security personnel, school resource officers, or sworn law enforcement officers used at least once a week in or around your school at the following times?  3. At selected school activities | Added "school resource officers". |
| 8050504 | SSOCS (Principal, 2009-10,Q8) | 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?  4. When school is out/school activities is not occurring | School-level security | Unchanged from source | 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?  4. When school is out/school activities is not occurring |  | Modified from IVFT | Are these security guards, security personnel, school resource officers, or sworn law enforcement officers used at least once a week in or around your school at the following times?  4. When school activities are not occurring | Added "school resource officers".  Modified text to be inclusive of times when school activities are not in session. |
| 8050701 | SSOCS (Principal, 2009-10,Q9) | 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. 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 | School-level security | Modified from source | How many full-time equivalent (FTE) of the following personnel are present in your school during a typical week?  Security guard or security personnel 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. | Unchanged from IVFT | How many full-time equivalent (FTE) of the following personnel are present in your school during a typical week?  Security guard or security personnel Number of full-time equivalent (FTE)  \_\_\_\_ FTE |  |
| 8050601 | SSOCS (Principal, 2009-10,Q9) | 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.  a. S | School-level security | Modified from source | How many full-time equivalent (FTE) of the following personnel are present in your school during a typical week?  School resource 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. | Unchanged from IVFT | How many full-time equivalent (FTE) of the following personnel are present in your school during a typical week?  School resource officer Number of full-time equivalent (FTE)  \_\_\_\_ FTE |  |
| 8050801 | SSOCS (Principal, 2009-10,Q9) | 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.  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 | School-level security | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8050901 | SSOCS (Principal, 2009-10, Q29) | How would you describe the crime level in the area(s) in which your students live? 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 | Crime, victimization | Unchanged from source | How would you describe the crime level in the area(s) in which your students live? 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8050902 | SSOCS (Principal, 2009-10, Q30) | 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 | Crime, victimization | Unchanged from source | 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 |  | Modified from IVFT | 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 | Removed fourth response option because it is not applicable to this question. |
| 8060102 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | 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. | Modified from IVFT | Please indicate the number of full-time equivalent (FTE) sixth-grade teachers by subject area. Please give your best estimate.  Mathematics Number of full-time equivalent (FTE)  \_\_\_\_ FTE | Modified stem text to focus on the OFT's sixth grade sample. |
| 8060103 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.  Grade 6  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. | Modified from IVFT | Please indicate the number of full-time equivalent (FTE) sixth-grade teachers by subject area. Please give your best estimate.  English/Language Arts Number of full-time equivalent (FTE)  \_\_\_\_ FTE | Modified stem text to focus on the OFT's sixth grade sample. |
| 8060104 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.  Grade 6  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. | Modified from IVFT | Please indicate the number of full-time equivalent (FTE) sixth-grade teachers by subject area. Please give your best estimate.  Science Number of full-time equivalent (FTE)  \_\_\_\_ FTE | Modified stem text to focus on the OFT's sixth grade sample. |
| 8060106 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8060107 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8060108 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8060110 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | 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 |  | Dropped for OFT |  | Dropped to reduce burden |
| 8060111 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.  Grade 8  English/Language Arts Number of full-time equivalent (FTE)  \_\_\_\_ FTE |  | Dropped for OFT |  | Dropped to reduce burden |
| 8060112 | HSLS:09 (School Administrator, Baseyear, Sect. C, Q 3) | 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 | Number of teachers (full and part time) | Modified from source | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate.  Grade 8  Science Number of full-time equivalent (FTE)  \_\_\_\_ FTE |  | Dropped for OFT |  | Dropped to reduce burden |
| 8060200 | NELS88, Base Year School Administrator Questionnaire, Q17 | How many full-time regular teachers work in your school? \_\_\_\_ numbers | Number of teachers (full and part time) | Modified from source | 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. | Unchanged from IVFT | 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 |  |
| 8060301 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 \_\_\_\_\_\_ |  | Unchanged from IVFT | 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 \_\_\_\_\_\_ |  |
| 8060302 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 \_\_\_\_\_\_ |  | Unchanged from IVFT | 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 \_\_\_\_\_\_ |  |
| 8060303 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 \_\_\_\_\_\_ |  | Unchanged from IVFT | 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 \_\_\_\_\_\_ |  |
| 8060304 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 \_\_\_\_\_\_ |  | Unchanged from IVFT | 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 \_\_\_\_\_\_ |  |
| 8060305 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 \_\_\_\_\_\_ |  | Unchanged from IVFT | 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 \_\_\_\_\_\_ |  |
| 8060401 | ECLS-K (Teacher, Grade 5; 27a) | 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 | Preparedness of teachers to teach particular courses/subjects | Modified from source | 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. | Modified from IVFT | To what extent do you disagree or 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 | Modified text to capture agreement/disagreement. |
| 8060402 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 | Question text revised to ask school administrator to report on teacher preparedness at the school level, and about wider range of subject-matter teachers. | Modified from IVFT | To what extent do you disagree or 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 | Modified text to capture agreement/disagreement. |
| 8060403 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 | Question text revised to ask school administrator to report on teacher preparedness at the school level, and about wider range of subject-matter teachers. | Modified from IVFT | To what extent do you disagree or 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 | Modified text to capture agreement/disagreement. |
| 8060404 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 | Question text revised to ask school administrator to report on teacher preparedness at the school level, and about wider range of subject-matter teachers. | Modified from IVFT | To what extent do you disagree or 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 | Modified text to capture agreement/disagreement. |
| 8060601 | New item |  | Preparedness of teachers to teach particular courses/subjects |  |  |  | New for OFT | How often do you do the following?  a. Participate in meetings about challenges that students are having  1. Not at all  2. Once or twice a year  3. Once per reporting period  4. Monthly  5. Weekly  6. More than weekly |  |
| 8060602 | New item |  | Preparedness of teachers to teach particular courses/subjects |  |  |  | New for OFT | How often do you do the following?  b. Discuss instructional strategies with teachers  1. Not at all  2. Once or twice a year  3. Once per reporting period  4. Monthly  5. Weekly  6. More than weekly |  |
| 8060603 | Chicago Consortium School Surveys | How much work do you or your instruction leadership team (assistant principals, lead teachers, etc.) do in the following areas:   1. Summarize and share data with teachers   Very little  Some  Quite a bit  A great deal | Preparedness of teachers to teach particular courses/subjects |  |  |  | New for OFT/modified from source | How often do you do the following?  c. Summarize and share data with teachers  1. Not at all  2. Once or twice a year  3. Once per reporting period  4. Monthly  5. Weekly  6. More than weekly | Response options modified for consistency with other questions in this construct |
| 8060604 | Chicago Consortium School Surveys | How much work do you or your instruction leadership team (assistant principals, lead teachers, etc.) do in the following areas:  d. Interpret data for or with teachers  Very little  Some  Quite a bit  A great deal | Preparedness of teachers to teach particular courses/subjects |  |  |  | New for OFT/modified from source | How often do you do the following?  d. Interpret data for or with teachers  1. Not at all  2. Once or twice a year  3. Once per reporting period  4. Monthly  5. Weekly  6. More than weekly | Response options modified for consistency with other questions in this construct |
| 8060605 | New item |  | Preparedness of teachers to teach particular courses/subjects |  |  |  | New for OFT | How often do you do the following?  e. Press teachers to raise learning standards  1. Not at all  2. Once or twice a year  3. Once per reporting period  4. Monthly  5. Weekly  6. More than weekly |  |
| 8060501 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 |  | Modified from IVFT | To what extent do you disagree or 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 | Modified text to capture agreement/disagreement. |
| 8060502 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 |  | Modified from IVFT | To what extent do you disagree or 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 | Modified text to capture agreement/disagreement. |
| 8060503 | New Item |  | Preparedness of teachers to teach particular courses/subjects | 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 |  | Modified from IVFT | To what extent do you disagree or 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 | Modified text to capture agreement/disagreement. |
| 8070100 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 1) |  | Demographics | Unchanged from source | What is your sex?  1. Male  2. Female |  | Unchanged from IVFT |  |  |
| 8070200 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 2) |  | Demographics | Unchanged from source | Are you of Hispanic or Latino/Latina origin?  1. Yes  2. No |  | Modified from IVFT | Are you Hispanic or Latino/Latina?  1. Yes  2. No | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. |
| 8070301 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 3) | Which of the following choices describe your race? You may choose more than one. 1. White | Demographics | Modified from source | 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. | Modified from IVFT | Which of the following choices describe your race? You may choose more than one.  1. White | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. |
| 8070302 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 3) | Which of the following choices describe your race? You may choose more than one. 2. Black or African American | Demographics | Modified from source | 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. | Modified from IVFT | Which of the following choices describe your race? You may choose more than one.  2. Black or African American | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. |
| 8070303 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 3) | Which of the following choices describe your race? You may choose more than one. 3. Asian | Demographics | Modified from source | 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. | Modified from IVFT | Which of the following choices describe your race? You may choose more than one.  3. Asian | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. |
| 8070304 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 3) | Which of the following choices describe your race? You may choose more than one. 4. Native Hawaiian or other Pacific Islander | Demographics | Modified from source | Which of the following best describes your race?  4. Native Hawaiian or other Pacific Islander | Question text revised to be consistent with how it appears elsewhere in the survey instruments. | Modified from IVFT | Which of the following choices describe your race? You may choose more than one.  4. Native Hawaiian or other Pacific Islander | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. |
| 8070305 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 3) | Which of the following choices describe your race? You may choose more than one. 5. American Indian or Alaska Native | Demographics | Modified from source | Which of the following best describes your race?  5. American Indian or Alaska Native | Question text revised to be consistent with how it appears elsewhere in the survey instruments. | Modified from IVFT | Which of the following choices describe your race? You may choose more than one.  5. American Indian or Alaska Native | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. |
| 8070400 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 4) | What is the highest degree you have earned? | Educational background | Modified from source | What is the highest degree you have earned?  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. | Unchanged from IVFT | What is the highest degree you have earned?  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 |  |
| 8070500 | HSLS:09 (School Administrator, Baseyear, Sect. E, Q 5) |  | Educational background | Unchanged from source | What was your major field of study for your {F04}? |  | Modified from IVFT | What was your major(s) or field(s) of study for your {G04}? | Revised stem to include more than one major and/or field.  Changed auto-fill reference to reflect updated item. |
| 8070601 | New Item |  | Educational background | New Item | What teaching certification(s) do you possess? 1. Middle grades certification |  | Modified from IVFT | What teaching certification(s) have you ever held?  1. Middle grades certification | Revised to allow for past certifcations. |
| 8070602 | New Item |  | Educational background | New Item | What teaching certification(s) do you possess? 2. Elementary certification |  | Modified from IVFT | What teaching certification(s) have you ever held?  2. Elementary certification | Revised to allow for past certifcations. |
| 8070603 | New Item |  | Educational background | New Item | What teaching certification(s) do you possess? 3. Secondary subject-matter certification |  | Modified from IVFT | What teaching certification(s) have you ever held?  3. Secondary subject-matter certification | Revised to allow for past certifcations. |
| 8070604 | New Item |  | Educational background | New Item | What teaching certification(s) do you possess? 4. Special education certification |  | Modified from IVFT | What teaching certification(s) have you ever held?  4. Special education certification | Revised to allow for past certifcations. |
| 8070605 | New Item |  | Educational background | New Item | What teaching certification(s) do you possess? 99. Other (Please specify) |  | Modified from IVFT | What teaching certification(s) have you ever held?  99. Other (Please specify) | Revised to allow for past certifcations. |
| 8070701 | New Item |  | Specific training associated with middle grades | New Item | Have you received any specialized training in the instructional and organizational needs of a middle school? 1. Pre-service coursework |  | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? 1. Pre-service coursework |  |
| 8070702 | New Item |  | Specific training associated with middle grades | New Item | Have you received any specialized training in the instructional and organizational needs of a middle school? 2. Certification coursework |  | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? 2. Certification coursework |  |
| 8070703 | New Item |  | Specific training associated with middle grades | New Item | Have you received any specialized training in the instructional and organizational needs of a middle school? 3. Professional development |  | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? 3. Professional development |  |
| 8070704 | New Item |  | Specific training associated with middle grades | New Item | Have you received any specialized training in the instructional and organizational needs of a middle school? 4. Master’s degree |  | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? 4. Master’s degree |  |
| 8070705 | New Item |  | Specific training associated with middle grades | New Item | Have you received any specialized training in the instructional and organizational needs of a middle school? 5. Doctoral degree |  | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? 5. Doctoral degree |  |
| 8070706 | New Item |  | Specific training associated with middle grades | New Item | Have you received any specialized training in the instructional and organizational needs of a middle school? 6. Other (Please specify) |  | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? 99. Other (Please specify) |  |
| 8070707 | New Item |  | Specific training associated with middle grades | New Item | Have you received any specialized training in the instructional and organizational needs of a middle school? 6. Other (Please specify) |  | Modified from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? 6. Never received any specialized training | Added this response option to distinguish between a skipped question and never receiving specialized training. |
| 8070801 | New Item |  | Educational background | 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 |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  1. Principal/school administrator of another elementary school |  |
| 8070802 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  2. Principal/school administrator of another middle school or junior high school |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  2. Principal/school administrator of another middle school or junior high school |  |
| 8070803 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  3. Principal/school administrator of another high school |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  3. Principal/school administrator of another high school |  |
| 8070804 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  4. Assistant principal |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  4. Assistant principal |  |
| 8070805 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  5. Elementary school teacher |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  5. Elementary school teacher |  |
| 8070806 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  6. Middle school or junior high school teacher |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  6. Middle school or junior high school teacher |  |
| 8070807 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  7. High school teacher |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  7. High school teacher |  |
| 8070808 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  8. Coach/Group sponsor |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  8. Coach/Group sponsor |  |
| 8070809 | New Item |  | Educational background | New Item | What other experiences in education have you had in the past? Select all that apply  99. Other (Please specify) |  | Unchanged from IVFT | What other experiences in education have you had in the past? Select all that apply  99. Other (Please specify) |  |
| 8070901 | 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 | Years of experience |  | Including this school year…  How many years have you served as the {I03} at any school? \_\_\_\_\_ Year(s) |  | Modified from IVFT | Including this school year…  How many years have you served as the {A03} at any school? \_\_\_\_\_ Year(s) | Changed auto-fill reference to reflect updated item. |
| 8070902 | Modified | Including this school year, how many years have you served as the principal of your school?  \_\_\_\_\_\_\_\_Enter Number of Years | Years of experience |  | Including this school year…  How many years have you served as the {I03} at your current school?  \_\_\_\_\_ Year(s) |  | Modified from IVFT | Including this school year…  How many years have you served as the {A03} at your current school?  \_\_\_\_\_ Year(s) | Changed auto-fill reference to reflect updated item. |
| 8070903 | Modified | Including this school year, how many years of experience do you have teaching 6th, 7th, or 8th grade? \_\_\_\_\_\_\_\_Enter Number of Years | Years of experience |  | Including this school year…  How many years have you taught 6th, 7th, or 8th grade? \_\_\_\_\_ Year(s) |  | Modified from IVFT | Including this school year…  How many years have you taught sixth, seventh, or eighth grade? \_\_\_\_\_ Year(s) | Changed grade text |

# Facilities Checklist Items

| **MGLS item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **IVFT Status** | **IVFT Wording with Response Options** | **IVFT Justification** | **OFT Status** | **OFT Wording with Response Options** | **OFT Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9000102 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school Auditorium/Performing Arts  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000103 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Art Facilities  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000104 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Cafeteria (separate from auditorium and gym)  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000106 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Common areas/courtyards  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000107 | Condition of Public School Facilities | Classroom | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Computer lab  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000108 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school Gymnasium  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000109 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Health Services room  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000110 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Library or media center  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000113 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Music Education room  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000115 | Whole Building Design Guide, National Institute of Building Sciences | Fundamental space types for secondary schools include, but are not limited to:  -Administrative Offices  -Auditorium/Performing Arts  -Art Facilities  -Cafeteria  -Classroom  -Common areas/courtyards  -Gymnasium  -Health Services  -Lobby  -Media Center  -Multipurpose Rooms  -Music Education  -Restrooms  -Science Facilities  -Swimming Facilities | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Science room, set-up as a lab space  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9000117 | New Item |  | School Structure |  |  |  | New for OFT | Please indicate all features you observed at this school  Building(s) with more than one floor (multiple stories)  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. |
| 9000118 | New Item |  | School Structure |  |  |  | New for OFT | Please indicate all features you observed at this school  Campus with more than one building  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. |
| 9000119 | New Item |  | School Structure |  |  |  | New for OFT | Please indicate all features you observed at this school  Each grade housed in different areas of the school  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. |
| 9000120 | New Item |  | School Structure |  |  |  | New for OFT | Please indicate all features you observed at this school Elevators  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. |
| 9000121 | Condition of Public School Facilities | Indicate in Part 1 the overall condition of the original buildings, the attached and/or detached permanent additions, and the temporary buildings that are on site at this school. | School Structure |  |  |  | New for OFT/Modified from source | Please indicate all features you observed at this school  Trailers (for classrooms or offices)  1. Observed 2. Not observed | Added to characterize the features of the school and make the data more interpretable. Only some of the categories were kept; no variance anticipated for dropped categories. |
| 9010100 | New Item |  | General Condition of Neighborhood/Area Around School |  |  |  | New for OFT | Please note the time of day that you observed the items below: | Added to determine time of day to get more context on the general condition of the immediate neighborhood/area around the school.  Question text changed from “in A1” to “below” because A1 is not displayed on the screen in the survey. |
| 9010101 | ELS:2002 (Facilities Checklist, 9a) | While you are standing outside of the school (near the entrance where most visitors arrive), look a the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. a. Litter/trash  None, A little, Some, A lot | General Condition of Neighborhood/Area Around School | Unchanged from source | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. a. Litter or trash  1. None 2. A little 3. Some 4. A lot |  | Modified from IVFT | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate the extent to which you notice the following factors in the neighborhood/area surrounding this school. Litter or trash  1. Not at all  2. A little  3. Some  4. A lot  5. No opportunity to observe | Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9010102 | ELS:2002 (Facilities Checklist, 9b) | While you are standing outside of the school (near the entrance where most visitors arrive), look a the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. b. Graffiti  None, A little, Some, A lot | General Condition of Neighborhood/Area Around School | Unchanged from source | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. b. Graffiti  1. None 2. A little 3. Some 4. A lot |  | Modified from IVFT | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate the extent to which you notice the following factors in the neighborhood/area surrounding this school. Graffiti  1. Not at all  2. A little  3. Some  4. A lot  5. No opportunity to observe | Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9010103 | ELS:2002 (Facilities Checklist, 9c) | While you are standing outside of the school (near the entrance where most visitors arrive), look a the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. c. Boarded up buildings  None, A little, Some, A lot | General Condition of Neighborhood/Area Around School | Unchanged from source | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. c. Boarded up buildings  1. None 2. A little 3. Some 4. A lot |  | Modified from IVFT | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate the extent to which you notice the following factors in the neighborhood/area surrounding this school. Boarded up buildings  1. Not at all  2. A little  3. Some  4. A lot  5. No opportunity to observe | Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9010104 | ELS:2002 (Facilities Checklist, 9d) | While you are standing outside of the school (near the entrance where most visitors arrive), look a the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. d. Persons congregated on streets  None, A little, Some, A lot | General Condition of Neighborhood/Area Around School | Modified from source | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. d. People congregating on streets  1. None 2. A little 3. Some 4. A lot | Item text changed to "People congregating on streets" to reflect current action | Modified from IVFT | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate the extent to which you notice the following factors in the neighborhood/area surrounding this school. People congregating on streets  1. Not at all  2. A little  3. Some  4. A lot  5. No opportunity to observe | Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9010105 | ELS:2002 (Facilities Checklist, 9e) | While you are standing outside of the school (near the entrance where most visitors arrive), look a the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. e. Students loitering  None, A little, Some, A lot | General Condition of Neighborhood/Area Around School | Unchanged from source | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate to what degree you notice the following factors in the neighborhood/area surrounding this school. e. Student(s) loitering  1. None 2. A little 3. Some 4. A lot |  | Modified from IVFT | While you are standing outside of the school (near the entrance where most visitors arrive), look at the neighborhood/area surrounding the school. Please indicate the extent to which you notice the following factors in the neighborhood/area surrounding this school. Student(s) loitering  1. Not at all  2. A little  3. Some  4. A lot  5. No opportunity to observe | Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020100 | New Item |  | General Upkeep-Main Entrance and Hallways |  |  |  | New for OFT | Please note the time of day that you observed the items below: | Added to determine time of day to get more context on the general upkeep of the entrance and hallways and displays at the school.  Question text changed from “in B1” to “below” because B1 is not displayed on the screen in the survey. |
| 9020101 | ELS:2002 (Facilities Checklist, 1a) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. a. Trash on the floors  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. a. Trash on the floors  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. a. Trash on the floors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Added a subheader: "General Upkeep" to distinguish from "Displays". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020102 | ELS:2002 (Facilities Checklist, 1b) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. b. Trash overflowing from trashcans  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. b. Trash overflowing from trashcans  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. b. Trash overflowing from trash cans  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Added a subheader: "General Upkeep" to distinguish from "Displays". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020103 | ELS:2002 (Facilities Checklist, 1c) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. c. Broken lights  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. c. Broken lights  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. c. Broken lights  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Added a subheader: "General Upkeep" to distinguish from "Displays". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020104 | ELS:2002 (Facilities Checklist, 1d) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. d. Graffiti on the walls/doors/ceilings  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. d. Graffiti on the walls, doors, or ceilings  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. d. Graffiti on the walls, doors, or ceilings  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Added a subheader: "General Upkeep" to distinguish from "Displays". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020105 | ELS:2002 (Facilities Checklist, 1e) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. e. Graffiti on the lockers  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. e. Visible fire alarms or emergency alarms  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. e. Graffiti on the lockers  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Added a subheader: "General Upkeep" to distinguish from "Displays". Reordered response option. Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020106 | ELS:2002 (Facilities Checklist, 1f) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. f. Visible fire or emergency alarms  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. f. Chipped paint on the walls, doors, or ceilings  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. f. Visible fire alarms or emergency alarms  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Added a subheader: "General Upkeep" to distinguish from "Displays". Reordered response option. Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020107 | ELS:2002 (Facilities Checklist, 1g) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. g. Chipped paint on the walls/doors/ceilings  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. g. Ceiling in disrepair (e.g., falling in, water damage, missing tiled, or plaster)  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. g. Chipped paint on the walls, doors, or ceilings  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Added a subheader: "General Upkeep" to distinguish from "Displays". Reordered response option. Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020108 | ELS:2002 (Facilities Checklist, 1h) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. h. Ceilings in disrepair (e.g. falling in, water damage, missing tiles or plaster)  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. h. Visible exit signs  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. h. Ceilings in disrepair (e.g., falling in, water damage, missing tiles, or plaster)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Added a subheader: "General Upkeep" to distinguish from "Displays". Reordered response option. Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9020109 | ELS:2002 (Facilities Checklist, 1i) | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e. a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. i. Visible exit signs  1. Yes, observed 2. No, did not observe | General Upkeep-Main Entrance and Hallways | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. i. Graffiti on the lockers  1. Observed 2. Not Observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read. | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. i. Visible exit signs  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Added a subheader: "General Upkeep" to distinguish from "Displays". Reordered response option. Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030101 | Modified Minnesota School Safety Center Self-Assessment Checklist (Physical Climate 2) | Student work is displayed to show pride and ownership by students (needs to be less than 20% of corridor wall) | School Displays | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. a. Displays of the works or accomplishments of students  1. Observed 2. Not Observed | Added introductory text to provide context. Item changed to "Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. a. Displays of the works or accomplishments of students  1. Observed 2. Not Observed?" | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. l. Displays of the works or accomplishments of students on walls or lockers  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030102 | Modified Minnesota School Safety Center Self-Assessment Checklist (Physical Climate 3) | Environment displays student activities and opportunities for involvement. | School Displays | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. b. Displays of student activities and opportunities for involvement, such as student government, yearbook, or school event committees  1. Observed 2. Not Observed | Added introductory text to provide context. Changed item to "Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. b. Displays of student activities and opportunities for involvement, such as student government, yearbook, or school event committees  1. Observed 2. Not Observed" | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. p. Displays of student activities and opportunities for involvement, such as student government, yearbook, or school event committees  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030103 | Modified Minnesota School Safety Center Self-Assessment Checklist (Physical Climate 4) | Posters are displayed encouraging positive behavior choices for well being. | School Displays | Modified from source | Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. c. Displays of posters encouraging positive behavior choices and well being, such as conflict resolution guidance or healthy food choices  1. Observed 2. Not Observed | Added introductory text to provide context. Item changed to "Standing at the main entrance into the school, observe the school's front hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). For each item listed, indicate whether you observed it or not. c. Displays of posters encouraging positive behavior choices and well being, such as conflict resolution guidance or healthy food choices  1. Observed 2. Not Observed" | Modified from IVFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. o. Displays of posters encouraging positive behavior choices and well being, such as conflict resolution guidance or healthy food choices  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030104 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. j. School identity is visible (e.g., mascot, logo, colors, slogan)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030105 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. k. Accomplishments of the school are noted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030106 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. m. Student academic work displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030107 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. n. Expectations for student behavior displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030108 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | Observe the school's main entrance (the entrance where most visitors arrive) and the hallway(s) during a time when most students are in class (i.e., a class period). Take as much time as necessary to observe the hallway(s). Please indicate to what degree you notice the following factors about the general upkeep and displays at the school. q. Learning resources for students are displayed, for example, formulas, abbreviations, steps for reviewing.  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify front entrance hallway. Combined items in section C to section B because the items has the same instructions and response scale as items in section B. Created a separate header for "Displays" to distinguish from "General Upkeep". Item response changed to "Not at all," "A little," "Some," "A lot", "No opportunity to observe" to be consistent with other items in the checklist. |
| 9030109 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | For each item listed, please indicate the extent to which you notice the following factors in school displays. In the questions below, by “team” we mean for example in some schools students are put into separate groups with common teaching teams, and these students share homeroom with their groups. a.Team identification is visible (e.g., team name, team mascots, team slogans)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures presence of and identification with student teams within the school. |
| 9030110 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | For each item listed, please indicate to what degree you notice the following factors in school displays. In the questions below, by “team” we mean for example in some schools students are put into separate groups with common teaching teams, and these students share homeroom with their groups. b.Team expectations and team rules are posted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures presence of and identification with student teams within the school. |
| 9030111 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | For each item listed, please indicate the extent to which you notice the following factors in school displays. In the questions below, by “team” we mean for example in some schools students are put into separate groups with common teaching teams, and these students share homeroom with their groups. c.Team calendars are displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures presence of and identification with student teams within the school. |
| 9030112 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | For each item listed, please indicate the extent to which you notice the following factors in school displays. In the questions below, by “team” we mean for example in some schools students are put into separate groups with common teaching teams, and these students share homeroom with their groups. d. Student recognition is noted with the team (e.g., exemplary work, student or team centered celebrations, random acts of kindness, team most improved or student of the week)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures presence of and identification with student teams within the school. |
| 9030118 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following. a. Student social spaces (e.g., open space, outside of the classroom, teaching team pod areas)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Indicates supports for teaching teams - recommended by middle grades experts. |
| 9030119 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following. b. Teachers are at classroom doors during passing periods  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | School safety measures – recommended by middle grades experts |
| 9030115 | Middle Grades Experts |  | School Displays |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following. c. Data walls are visible  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Indicates supports for teaching teams - recommended by middle grades experts. |
| 9040101 | ELS:2002 (Facilities Checklist, 5a) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. a. Locks controlled form inside of door.  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. a. Locks controlled from inside of door.  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. a. Locks controlled from inside of door 1. Not at all  2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040102 | ELS:2002 (Facilities Checklist, 5b) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. b. Ceiling in disrepair (e.g., falling in, water damage, missing tiles or plaster)  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. b. Ceiling in disrepair (e.g., falling in, water damage, missing tiles or plaster)  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. b. Ceiling in disrepair (e.g., falling in, water damage, missing tiles or plaster)  1. Not at all  2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040103 | ELS:2002 (Facilities Checklist, 5c) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. c. Broken lights  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. c. Broken lights  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. c. Broken lights  1. Not at all  2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040104 | ELS:2002 (Facilities Checklist, 5d) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. d. Graffiti on walls, ceilings, doors  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. d. Graffiti on walls, ceilings, doors  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. d. Graffiti on walls, doors, or ceilings  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040105 | ELS:2002 (Facilities Checklist, 5e) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. e. Graffiti on desks  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. e. Graffiti on desks  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. e. Graffiti on desks  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040106 | ELS:2002 (Facilities Checklist, 5f) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. f. Trash on floors  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. f. Trash on the floors  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. f. Trash on the floors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040107 | ELS:2002 (Facilities Checklist, 5g) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. g. Trash overflowing from trash cans  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. g. Trash overflowing from trash cans  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. g. Trash overflowing from trash cans  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040108 | ELS:2002 (Facilities Checklist, 5h) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. h. Floors and walls appear clean  1. Yes, observed 2. No, did not observe | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. h. Posters or other materials on glass windows  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. h. Floors and walls appear clean  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040109 | ELS:2002 (Facilities Checklist, 5i) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. i. Posters or other materials on glass windows.  1. Yes, observed 2. No, did not observe 3. Not applicable | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. i. Bars on windows  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. i. Posters or other materials on glass windows  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040110 | ELS:2002 (Facilities Checklist, 5j) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. j. Bars on windows  1. Yes, observed 2. No, did not observe 3. Not applicable | Classrooms | Modified from source | During a change in classes or other time when classes are not in session, enter one classroom in which grade 6-8 students are taught. For each item listed, indicate whether you observed it in the classroom. j. Broken windows  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. j. Bars on windows  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040111 | ELS:2002 (Facilities Checklist, 5k) | During a change in classes or other time when classrooms are not in session, enter one classroom in which high school students are taught. For each item listed, indicate whether you observed it in the classroom. If the room has no windows, mark "Not applicable" for items i, j, and k. k. Broken windows  1. Yes, observed 2. No, did not observe 3. Not applicable | Classrooms | Modified from source |  | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grade 6 is taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Note: If no windows available, mark as No opportunity to observe. k. Broken windows  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to clarify entering at least one classroom. Question text changed to "During a change in classes or other time when classes are not in session, enter at least one classroom in which students in grades 6-8 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom."   Response text changed to 1. Not at all 2. A little 3. Some 4. A lot Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9040112 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. a. Desks are clustered or small tables available in classrooms so that they allow for small group work.   1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9040114 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. Note: If no windows available, mark as No opportunity to observe. b. Desks are set up in rows in classrooms   1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9040115 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. c. Class rules and responsibilities are displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9040116 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. d. Colorful and engaging materials that support learning and/or character development are displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9040117 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. e. Standards and learning guides are posted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9040118 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. f. Multimedia is visible, e.g., smartboards, computers or tablets, calculators  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9040119 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. g. Weekly or daily assignments are posted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9040120 | Middle Grades Experts |  | Classroom set up |  |  |  | New for OFT | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. h. Student work is displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Describes learning environment – recommended by middle grades experts.  Response text changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe from 1. Not at all 2. A little 3. Some 4. A lot |
| 9050101 | ELS:2002 (Facilities Checklist, 4a) | During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not. a. Graffiti on walls and ceilings.   1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, indicate whether you observed it or not. a. Graffiti on walls and ceilings.  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate for your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms. a. Graffiti on walls and ceilings  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify factors in the general upkeep of the school restrooms. Question text changed to "During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms." Revised response option to be consistent with other items in the checklist.   Item responses changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9050102 | ELS:2002 (Facilities Checklist, 4b) | During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not. b. Graffiti on bathroom stall doors or walls   1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, indicate whether you observed it or not. b. Graffiti on restroom stall doors or walls  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate fpr your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms. b. Graffiti on restroom stall doors or walls  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify factors in the general upkeep of the school restrooms. Question text changed to "During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms." Revised response option to be consistent with other items in the checklist.   Item responses changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9050103 | ELS:2002 (Facilities Checklist, 4c) | During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not. c. Trash on the floors   1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, indicate whether you observed it or not. c. Trash on the floors  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate for your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms. c. Trash on the floors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify factors in the general upkeep of the school restrooms. Question text changed to "During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms." Revised response option to be consistent with other items in the checklist.  Item response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9050104 | ELS:2002 (Facilities Checklist, 4d) | During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not. d. Trash overflowing from trash cans   1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, indicate whether you observed it or not. d. Trash overflowing from trash cans  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate for your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms. d. Trash overflowing from trash cans  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify factors in the general upkeep of the school restrooms. Question text changed to "During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms." Revised response option to be consistent with other items in the checklist.   Item responses changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9050105 | ELS:2002 (Facilities Checklist, 4e) | During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not. e. Doors on all stalls   1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, indicate whether you observed it or not. e. Doors on all stalls  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate for your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms. e. Doors on all stalls  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify factors in the general upkeep of the school restrooms. Question text changed to "During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms." Revised response option to be consistent with other items in the checklist.   Item responses changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9050106 | ELS:2002 (Facilities Checklist, 4f) | During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not. f. Student(s) loitering   1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, indicate whether you observed it or not. f. Student(s) loitering  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate for your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms. f. Student loitering  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify factors in the general upkeep of the school restrooms. Question text changed to "During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms." Revised response option to be consistent with other items in the checklist.   Item responses changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9050107 | ELS:2002 (Facilities Checklist, 4g) | During a time when most students are in class (i.e., a class period), enter any student bathroom appropriate to your sex. For each item listed, indicate whether you observed it or not. g. Student(s) smoking   1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, indicate whether you observed it or not. g. Student(s) smoking  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | During a time when most students are in class (i.e., a class period), enter any student restroom appropriate for your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms. g. Student(s) smoking  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised introductory text to specify factors in the general upkeep of the school restrooms. Question text changed to "During a time when most students are in class (i.e., a class period), enter any student restroom appropriate to your sex. For each item listed, please indicate to what degree you notice the following factors in the general upkeep of the school restrooms." Revised response option to be consistent with other items in the checklist.   Item responses changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060101 | ELS:2002 (Facilities Checklist, 10a) | For each of the following security measures, indicate whether you observed it today. a. Security guard  1. Yes, observed 2. No, did not observe | General Upkeep-Restrooms | Modified from source | For each of the following security measures, indicate whether you observed it today. a. Security guard   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. a. Security guard  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060102 | ELS:2002 (Facilities Checklist, 10b) | For each of the following security measures, indicate whether you observed it today. b. Metal detectors  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. b. Metal detectors   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. b. Metal detectors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060103 | ELS:2002 (Facilities Checklist, 10c) | For each of the following security measures, indicate whether you observed it today. c. Security cameras  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. c. Security cameras   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. c. Security cameras  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060104 | ELS:2002 (Facilities Checklist, 10d) | For each of the following security measures, indicate whether you observed it today. d. Fencing around the entire school  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. d. Fencing around the entire school   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. d. Fencing around the entire school  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060105 | ELS:2002 (Facilities Checklist, 10e) | For each of the following security measures, indicate whether you observed it today. e. Sign-in policies  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. e. Sign-in policies being following   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. e. Sign-in policies being followed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060106 | ELS:2002 (Facilities Checklist, 10f) | For each of the following security measures, indicate whether you observed it today. f. Visitors are greeted and directed by an adult to sign in at office  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. f. Visitors are greeted and directed by an adult to sign in at office   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. f. Visitors greeted and directed by an adult to sign in at office  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060107 | ELS:2002 (Facilities Checklist, 10g) | For each of the following security measures, indicate whether you observed it today. g. Fire alarms  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. g. Fire alarms   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. g. Fire alarms  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060108 | ELS:2002 (Facilities Checklist, 10h) | For each of the following security measures, indicate whether you observed it today. h. Fire extinguishers  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. h. Fire extinguishers   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. h. Fire extinguishers  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060109 | ELS:2002 (Facilities Checklist, 10i) | For each of the following security measures, indicate whether you observed it today. i. Fire sprinklers  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. i. Fire sprinklers   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. i. Fire sprinklers  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060110 | ELS:2002 (Facilities Checklist, 10j) | For each of the following security measures, indicate whether you observed it today. j. Exterior lights  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. j. Exterior lights   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. j. Exterior lights  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060111 | ELS:2002 (Facilities Checklist, 10l) | For each of the following security measures, indicate whether you observed it today. l. Student uniforms  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. k. Student uniforms   1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. k. Student uniforms  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060112 | ELS:2002 (Facilities Checklist, 10m) | For each of the following security measures, indicate whether you observed it today. m. Signs at exterior doors stating alarm will go off if door is opened  1. Yes, observed 2. No, did not observe | Security | Modified from source | For each of the following security measures, indicate whether you observed it today. l. Signs at exterior doors stating alarms will go off if door is opened   1. Observed 2. Not observed | Item response changed to "Observed Inside," "Observed Outside," and "Not Observed" to specify location if item is observed; simplified response options and make it easier to read. | Modified from IVFT | The next questions are about security measures at the school. Indicate the extent to which you observed the presence of the following security measures today. l. Signs at exterior doors stating alarm will go off if door is opened  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060201 | ELS:2002 (Facilities Checklist, 3a) | For each item listed, indicate whether you see this sign inside and outside the main entrance to the school. a. A sign providing directions to the front office or stating that visitors must proceed to the front office  1. Yes, observed inside 2. Yes, observed outside 3. No, did not observe | Security | Modified from source | The next questions are about signs that may be posted at or near the entrance of the school. a. A Sign providing directions to the front office or stating that visitors must proceed to the front office   1. Observed inside 2. Observed outside  3. Not observed | Item response changed to "Observed Inside," "Observed Outside," and "Not Observed" to specify location if item is observed; simplified response options and make it easier to read. | Modified from IVFT | The next questions are about signs that may be posted at or near the main entrance of the school (near the entrance where most visitors arrive) and can be inside and/or outside the building. a. Signs providing directions to the front office or stating that visitors must proceed to the front office  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to say "Signs" to reflect term used in the question stem.  Revised response option to be consistent with other items in the checklist. Item response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060202 | ELS:2002 (Facilities Checklist, 3b) | For each item listed, indicate whether you see this sign inside and outside the main entrance to the school. b. A sign conveying the message "no drugs."  1. Yes, observed inside 2. Yes, observed outside 3. No, did not observe | Security | Modified from source | The next questions are about signs that may be posted at or near the entrance of the school. b. A Sign conveying the message "no drugs"   1. Observed inside 2. Observed outside  3. Not observed | Item response changed to "Observed Inside," "Observed Outside," and "Not Observed" to specify location if item is observed; simplified response options and make it easier to read. | Modified from IVFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. b. Signs conveying the message "no drugs"  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to say "Signs" to reflect term used in the question stem.  Revised response option to be consistent with other items in the checklist. Item response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060203 | ELS:2002 (Facilities Checklist, 3c) | For each item listed, indicate whether you see this sign inside and outside the main entrance to the school. a. A sign conveying the message "no trespassing."  1. Yes, observed inside 2. Yes, observed outside 3. No, did not observe | Security | Modified from source | The next questions are about signs that may be posted at or near the main entrance of the school. c. A Sign conveying the message "no trespassing"   1. Observed inside 2. Observed outside  3. Not observed | Item response changed to "Observed Inside," "Observed Outside," and "Not Observed" to specify location if item is observed; simplified response options and make it easier to read. | Modified from IVFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. c. Signs conveying the message "no trespassing"  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to say "Signs" to reflect term used in the question stem.  Revised response option to be consistent with other items in the checklist. Item response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060204 | ELS:2002 (Facilities Checklist, 3d) | For each item listed, indicate whether you see this sign inside and outside the main entrance to the school. d. A sign conveying the message "no weapons."  1. Yes, observed inside 2. Yes, observed outside 3. No, did not observe | Security | Modified from source | The next questions are about signs that may be posted at or near the entrance of the school. d. A Sign conveying the message "no weapons"   1. Observed inside 2. Observed outside  3. Not observed | Item response changed to "Observed Inside," "Observed Outside," and "Not Observed" to specify location if item is observed; simplified response options and make it easier to read. | Modified from IVFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. d. Signs conveying the message "no weapons"  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised response option to say "Signs" to reflect term used in the question stem.  Revised response option to be consistent with other items in the checklist. Item response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |
| 9060205 | Middle Grades Experts |  | Signs |  |  |  | New for OFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. e. Where to get assistance (e.g., school support services such as Counselor, Social Worker, Media Specialist, Nurse or Health Care Assistance)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. |
| 9060206 | Middle Grades Experts |  | Signs |  |  |  | New for OFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. f. Conflict resolution and peer mediation  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. |
| 9060207 | Middle Grades Experts |  | Signs |  |  |  | New for OFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. g. Healthy choices   1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. |
| 9060208 | Middle Grades Experts |  | Signs |  |  |  | New for OFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. h. Cell phone use   1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. |
| 9060209 | Middle Grades Experts |  | Signs |  |  |  | New for OFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. i. Anti-bullying messages   1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. |
| 9060210 | Middle Grades Experts |  | Signs |  |  |  | New for OFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. j. Anti-drug messages  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. |
| 9060211 | Middle Grades Experts |  | Signs |  |  |  | New for OFT | The next questions are about signs that may be posted at or near the main entrance of the school (the entrance where most visitors arrive) and can be inside and/or outside the building. k. Anti-smoking messages   1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. |
| 9060301 | ELS:2002 (Facilities Checklist, 6a) | Do a majority of the following individuals wear identification cards/badges? a. Students  1. Yes 2. No | Security | Modified from source | The next set of questions are about identification badges. Do the following individuals wear identification cards/badges? a. Students  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | Do a majority of the following individuals wear identification cards/badges? a. Students  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required |
| 9060302 | ELS:2002 (Facilities Checklist, 6b) | Do a majority of the following individuals wear identification cards/badges? b. Teachers  1. Yes 2. No | Security | Modified from source | The next set of questions are about identification badges. Do the following individuals wear identification cards/badges? b. Teachers  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | Do a majority of the following individuals wear identification cards/badges? b. Teachers  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required |
| 9060303 | ELS:2002 (Facilities Checklist, 6c) | Do a majority of the following individuals wear identification cards/badges? c. Other Personnel  1. Yes 2. No | Security | Modified from source | The next set of questions are about identification badges. Do the following individuals wear identification cards/badges? c. Other personnel  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | Do a majority of the following individuals wear identification cards/badges? c. Other personnel  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required |
| 9060304 | ELS:2002 (Facilities Checklist, 6d) | Do a majority of the following individuals wear identification cards/badges? d. Visitors  1. Yes 2. No | Security | Modified from source | The next set of questions are about identification badges. Do the following individuals wear identification cards/badges? d. Visitors  1. Observed 2. Not observed | Item response changed to "Observed" "Not Observed" to simplify response options and make it easier to read | Modified from IVFT | Do a majority of the following individuals wear identification cards/badges? d. Visitors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised response option to be consistent with other items in the checklist.  Response changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required |
| 9060400 | ELS:2002 (Facilities Checklist, 7) | Does this school have one or more parking lots?   1. Yes 2. No | Security | Unchanged from source | Does this school have one or more parking lots?   1. yes 2. No |  | Dropped for OFT |  | Middle grades experts questioned the research value of these questions and thus have been dropped. |
| 9060501 | ELS:2002 (Facilities Checklist, 8a) | Now observing the school parking lot(s') entrances and exits, please answer each question below based on what you observe. By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property. a. Count the number of entrances/exits in the school's parking lot(s) that connect to roads of school property. How many are there? | Security | Modified from source | Look at all of the parking lots at the school, and please enter the number of entrances/exits in the school's parking lot(s) that connect to roads off of school property. | Removed introductory text to simplify question. Removed "Now observing the school parking lot(s) and exits, please answer each question below based on what you observe. By "entrances/exits" We mean roadways into and/or out of parking lots that connect to roads off of school property." | Dropped for OFT |  | Middle grades experts questioned the research value of these questions and thus have been dropped. |
| 9060501 | ELS:2002 (Facilities Checklist, 8a) | Now observing the school parking lot(s') entrances and exits, please answer each question below based on what you observe. By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property. a. Count the number of entrances/exits in the school's parking lot(s) that connect to roads of school property. How many are there? | Security | Modified from source | Look at all of the parking lots at the school, and please enter the number of entrances/exits in the school's parking lot(s) that connect to roads off of school property. | Removed introductory text to simplify question. Removed "Now observing the school parking lot(s) and exits, please answer each question below based on what you observe. By "entrances/exits" We mean roadways into and/or out of parking lots that connect to roads off of school property." | Dropped for OFT |  | Middle grades experts questioned the research value of these questions and thus have been dropped. |
| 9060502 | ELS:2002 (Facilities Checklist, 8b) | Now observing the school parking lot(s') entrances and exits, please answer each question below based on what you observe. By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property. b. Of these entrances/exits in the school's parking lot(s), how many are monitored by a video camera? | Security | Modified from source | Of these entrances/exits in the school's parking lot(s), how many are monitored by a video camera? | Removed introductory text to simplify question. Removed "Now observing the school parking lot(s) and exits, please answer each question below based on what you observe. By "entrances/exits" We mean roadways into and/or out of parking lots that connect to roads off of school property." | Dropped for OFT |  | Middle grades experts questioned the research value of these questions and thus have been dropped. |
| 9060503 | ELS:2002 (Facilities Checklist, 8c) | Now observing the school parking lot(s') entrances and exits, please answer each question below based on what you observe. By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property. c. Of these entrances/exits, how many are monitored by a person during the day? | Security | Modified from source | Of these entrances/exits, how many are monitored by a person during the day? | Removed introductory text to simplify question. Removed "Now observing the school parking lot(s) and exits, please answer each question below based on what you observe. By "entrances/exits" We mean roadways into and/or out of parking lots that connect to roads off of school property." | Dropped for OFT |  | Middle grades experts questioned the research value of these questions and thus have been dropped. |
| 9060504 | ELS:2002 (Facilities Checklist, 8d) | Now observing the school parking lot(s') entrances and exits, please answer each question below based on what you observe. By "entrances/exits" we mean roadways into and/or out of parking lots that connect to roads off of school property. d. Of these entrances/exits, how many are locked during the day? | Security | Modified from source | Of these entrances/exits, how many are locked during the day? | Removed introductory text to simplify question. Removed "Now observing the school parking lot(s) and exits, please answer each question below based on what you observe. By "entrances/exits" We mean roadways into and/or out of parking lots that connect to roads off of school property." | Dropped for OFT |  | Middle grades experts questioned the research value of these questions and thus have been dropped. |
| 9060505 | New (Adapted from ADA Checklist 1.12) | Of the total parking spaces, are the accessible spaces located on the closest accessible route to the accessible entrance(s)? | Facilities for Students with Disabilities | Modified from source | How many parking spaces are designated for people with disabilities? | Item changed to "How many parking spaces are designated for people with disabilities?" to count the number of parking spaces designated for people with disabilities. | Dropped for OFT |  | Middle grades experts questioned the research value of these questions and thus have been dropped. |
| 9070101 | New (Adapted from ADA Checklist 2.2) | Are all public spaces on at least one accessible route? | Facilities for Students with Disabilities | Modified from source | For each of the following, please indicate if the following are available in the building. a. Is there a way for people with disabilities to move about? (For example, are there routes that do not have stairs? If the building is multi-level, are there ramps, elevators, or lifts available?)  1. Yes 2. No | Revised item to specify access for people with disabilities. Item changed to "For each of the following, please indicate if the following are available in the building. a. Is there a way for people with disabilities to move about? (For example, are there routes that do not have stairs? If the building is multi-level, are there ramps, elevators, or lifts available?)? | Modified from IVFT | The next set of questions is about accessibility inside the building. For each of the following, please indicate if it is observed in the building. a. Are all areas of the school accessible to students with disabilities? (For example, are there routes that do not have stairs? If the building is multi-level, are there ramps, elevators, or lifts available?)  1. Yes 2. No | Modified question text to make it more specific.  Modified question text from “students with a disability” to “students with disabilities” to be consistent with text throughout the survey. |
| 9070102 | New (Adapted from ADA Checklist 1.10) | Are accessible spaces identified with a sign that includes the international Symbol of Accessibility? | Facilities for Students with Disabilities | Modified from source | For each of the following, please indicate if the following are available in the building. b. Inside the building, are signs posted to help people with disabilities navigate the building? (For example, directional and informational signs containing Braille with raised characters, pictograms, arrows, etc.?)  1. Yes 2. No | Revised to specify signs posted for accessibility for people with disabilities. Item changed to "For each of the following, please indicate if the following are available in the building. b. Inside the building, are signs posted to help people with disabilities navigate the building? (For example, directional and informational signs containing Braille with raised characters, pictograms, arrows, etc.?)  1. Yes 2. No" | Modified from IVFT | The next set of questions is about accessibility inside the building. For each of the following, please indicate if it is observed in the building. b. Inside the building, are signs posted to help people with disabilities navigate the building? (For example, directional and informational signs containing Braille with raised characters, pictograms, arrows, etc.)  1. Yes 2. No | Modified question to make it more generic, changing "available" to "observed". |
| 9070103 | Adapted from ADA Checklist 2.64 | Are at least 5%, but no fewer than one, of seating and standing spaces accessible for people who use wheelchairs? | Facilities for Students with Disabilities | Modified from source | For each of the following, please indicate if the following are available in the building. c. Would students with mobility problems be able to sit with other students in the cafeteria? (For example, a cafeteria with all bench seats means they would not.)   1. Yes 2. No | Revised to specify accessibility in the cafeteria. Item changed to "For each of the following, please indicate if the following are available in the building. c. Would students with mobility problems be able to sit with other students in the cafeteria? (For example, a cafeteria with all bench seats means they would not.)   1. Yes 2. No" | Modified from IVFT | The next set of questions is about accessibility inside the building. For each of the following, please indicate if it is observed in the building. c. Would students with mobility problems be able to sit with other students in the cafeteria? (For example, a cafeteria with all bench seats means they may not.)   1. Yes 2. No | Modified question to make it more generic, changing "available" to "observed". |
| 9070104 | Adapted from ADA Checklist 2.64 | Are at least 5%, but no fewer than one, of seating and standing spaces accessible for people who use wheelchairs? | Facilities for Students with Disabilities | Modified from source | For each of the following, please indicate if the following are available in the building. e. Would students with mobility problems be able to work with other students in the library? (For example, are group work areas accessible to students with disabilities?)   1. Yes 2. No | Revised to specify accessibility in the library. Item changed to "For each of the following, please indicate if the following are available in the building. e. Would students with mobility problems be able to work with other students in the library? (For example, are group work areas accessible to students with disabilities?)   1. Yes 2. No" | Modified from IVFT | The next set of questions is about accessibility inside the building. For each of the following, please indicate if it is observed in the building. d. Would students with mobility problems be able to work with other students in the library? (For example, are group work areas accessible to students with disabilities?)   1. Yes 2. No | Modified question to make it more generic, changing "available" to "observed". |
| 9070105 | Adapted from ADA Checklist 2.64 | Are at least 5%, but no fewer than one, of seating and standing spaces accessible for people who use wheelchairs? | Facilities for Students with Disabilities | Modified from source | For each of the following, please indicate if the following are available in the building. e. In general, do students with mobility problems have access to social spaces within the school?   1. Yes 2. No | Revised to specify accessibility in social spaces within the school. Item changed to "For each of the following, please indicate if the following are available in the building. e. In general, do students with mobility problems have access to social spaces within the school?   1. Yes 2. No" | Modified from IVFT | The next set of questions is about accessibility inside the building. For each of the following, please indicate if it is observed in the building. e. In general, do students with mobility problems have access to social spaces within the school?   1. Yes 2. No | Modified question to make it more generic, changing "available" to "observed". |
| 9070200 | Adapted from ADA Checklist 2.64 | Are at least 5%, but no fewer than one, of seating and standing spaces accessible for people who use wheelchairs? | Facilities for Students with Disabilities | Modified from source | For each of the following, please indicate if the following are available in the building. If there is a resource room, is the resource room in a location accessible to all students? (For example, if this room is upstairs or downstairs, is there an elevator, ramp, or lift to access that level?)   1. Yes 2. No 3. Not applicable No resource room | Revised to specify accessibility in the resource room. Item changed to "For each of the following, please indicate if the following are available in the building. If there is a resource room, is the resource room in a location accessible to all students? (For example, if this room is upstairs or downstairs, is there an elevator, ramp, or lift to access that level?)   1. Yes 2. No 3. Not applicable No resource room" | Modified from IVFT | The next set of questions is about accessibility inside the building. For each of the following, please indicate if it is observed in the building. f. If there is a resource room, is the resource room in a location accessible to all students? (For example, if this room is upstairs or downstairs, is there an elevator, ramp, or lift to access that level?)   1. Yes 2. No 3. Not applicable | Modified question to make it more generic, changing "available" to "observed". Simplified response option.  Response text changed to 1. Yes 2. No 3. Not applicable |
| 9080101 | New Item |  | School Structure |  |  |  | New for OFT | What percentage of the campus did you observe?  1. Less than or equal to 25% 2. More than 25% but less than or equal to 50% 3. More than 50% but less than or equal to 75% 4. 100% | Adding this item to gain a sense of how much the campus the observer observed. |

1. Although some students attend school in a K–12 environment, most experience a transition during the middle grades or high school years. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)
3. 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). [↑](#footnote-ref-3)