**Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) Main Study First Follow-up (MS2) Tracking and Recruitment Revision and Operational Field Test Second Follow-up (OFT3)**

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**Supporting Statement Part C**

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

**This document has not been changed since its OMB approval in January 2018 (OMB# 1850-0911 v.18) under the title: Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) Main Study Base Year (MS1), Operational Field Test First Follow-up (OFT2), and Tracking and Recruitment for Main Study First Follow-up (MS2)**

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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 Main Study Base Year (MS1) and Operational Field Test First Follow-up (OFT2). This includes student assessments (mathematics assessment, reading assessment, executive function assessment, and height/weight), 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.

MS1 data collection will include the same components as were fielded during the Operational Field Test Base Year (OFT1) carried out January through May 2017. 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 OFT2 components will be limited to an abbreviated student survey, student mathematics, reading, and executive function assessments, and the school administrator survey. The remaining sections provide detail on the content of the respective MGLS:2017 instruments.

# 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 of approximately 35 percent of the test assessing “knowing,” 50 percent assessing “applying,” and 15 percent assessing “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.

The MGLS:2017 mathematics assessment is a multistage adaptive assessment (MST), where all students take the same form in the first stage (i.e. a “router”) and, based on their performance, are sent or “routed” to the most appropriate second stage assessment form. Students who perform poorly on the router are directed to a lower level for the second stage. Students who are near average in ability are sent to a middle level. Students who perform well on the router are directed to a higher level. The advantage of the MST is that the second stage items should be more appropriate for the student’s ability level than a single linear form that has a wider variety of item difficulty. The ability estimates from a multi-stage test, if properly constructed, will be more accurate (i.e., will have smaller error of the ability estimation) than a linear form comprised of a comparable number of items.

# 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 allow measurement for a wider range of student abilities than if either assessment were given in isolation.

Thus, the MGLS:2017 draws from both the SARA and GISA to create a combined multi-stage assessment that fits within the estimated 25-minute allocation set aside for the reading assessment in the MGLS:2017 main study. Selected items from each assessment are combined into a single two-stage adaptive assessment. Information on students’ 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 the first and second stage forms.

1. **First-Stage Content**

The two-stage assessment design begins with a brief routing block that will take approximately 10 minutes. 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.

The routing block includes 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; α =0.86).[[1]](#footnote-1)
* Morphological Variants - The student completes a sentence by choosing from three words derived from the same root word (e.g., She is skilled in many areas, but her \_\_\_\_\_\_\_ is strongest in mathematics: expert, expertly, expertise). The target words vary in difficulty based on the frequency of the derived forms ((i.e., lower frequency derivations are more difficult) 13 items, α =0.90).
* 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, α =0.81).

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.

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 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., blost) and pseudohomophones (e.g. drane) and decide whether the stimulus is a word, not a real word or sounds exactly like a real word.
* Efficiency of Basic Reading Comprehension uses a MAZE task, that is, students read short passages with 3 paragraphs containing sentences that are completed using a forced-choice cloze task. Students are given 3-minutes to complete a passage and its corresponding items, making it a measure of efficiency as well as basic comprehension.
* Passage Comprehension - Students answer questions about the passage that they read while doing the MAZE task. Easier questions were selected for this lowest skill-based block.

***Low second stage form***

Students who are low performing, but not at the lowest level on the routing block, are assigned to the skill-based block. Low performing students likely are less efficient readers and have difficulty with basic comprehension skills. Thus, this block is designed to gather information about their efficiency of basic comprehension and their ability to comprehend short passages. This skill-based block measures comprehension in a traditional design where brief unrelated passages and corresponding questions are presented. The timing of this skill-based block is a topic for the cognitive labs that will be conducted later this spring. In this skill-based block, students will receive the following item types:

* Efficiency of Basic Reading Comprehension (MAZE task) (3 passages)

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 next section.

* Passage Comprehension

Students answer questions about the passages they read in the previous section (Efficiency of Basic Reading Comprehention (MAZE task).

***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. These blocks include a scenario or a purpose for reading (e.g., preparing for a classroom discussion, creating a website on a topic). Students encounter simulated peers who 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 are 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[[2]](#footnote-2), 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 OFT1.

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 OFT1: 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 OFT1 implementation of the 2-Back task and the Hearts and Flowers task was used to inform the implementation and scoring of these executive function measures for MS1.

**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.

The Spatial 2-back task on the computer also measures attention and impulsivity/inhibitory control. Students need to inhibit the tendency to press the spacebar for any object that they saw recently. 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[[3]](#footnote-3). Romer and colleagues (2009) used a Spatial 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 administered a 2-back task using visual-spatial stimuli in the form of line drawings of objects in OFT1. OFT1 yielded results that suggested additional revisions and testing are needed. The 2-back task will be tested again in OFT2, with revised instructions and two reduced sets of items to help identify the optimal length of the task. The 2-back task will not be fielded as part of MS1, but may be included in MS2 pending OFT2 results.

**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).

Both the Hearts and Flowers and the Spatial 2-Back tasks provide information on inhibitory control. As noted earlier, on the Spatial 2-back students need to inhibit a response to objects viewed recently, but not to objects two back (foils). For Hearts and Flowers, 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. The Hearts and Flowers task was also used successfully in OFT1, and will be used again in MS1.

# 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. Only the demographic items will be asked during the OFT2, reducing the time to about 5 minutes 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)
  + Peer victimization
  + Risk-taking (students’ sensation seeking behaviors)

The amount of time students spend 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.[[4]](#footnote-4) The mathematics teacher survey will collect data on potential classroom-level correlates of students’ mathematics achievement as well as school-level services and factors such as special programs, school climate, and instructional leadership. The survey will provide vital information on students’ opportunities to learn the content assessed on the direct mathematics assessment. In addition, mathematics teachers will provide information on individual students in a teacher-student report (TSR). The TRSs will provide information on the classroom attendance and performance of individual students, which will augment direct student assessments, transcript information, and student reports. The TSR will also serve as one source for socioemotional outcomes related to approaches to learning, academic engagement, social skills, and externalizing behaviors. Both the mathematics teacher survey and TSR will be web-based, self-administered surveys, with a paper-and-pencil option available. The mathematics teacher survey is expected to take 20 minutes to complete, and the TSR will take 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
  + Vision problems

# 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. For non-participating school districts, an abbreviated survey of 20 minutes will be administered, to collect information that will help us understand how participating and non-participating districts differ on key characteristics, if at all.

**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
* Percent in each racial/ethnic category
* 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
  + Regular instruction/special education
  + Tuition
  + Student population (including percentage English Language Learners)
  + Frequency and length of math classes offered

**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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# Summary of Changes and Item-Level Justification

Summary of Changes

The following tables (C.4 Item-Level Justification) document item wording changes from OFT1 to MS1. They detail decisions about item additions, postponements, and eliminations. They do not reflect item order within the survey. Please refer to Appendix MS1-U1 through Appendix MS1-V for information on the repetitive nature of items and overall organization of each survey.

Across all instruments, a number of items were dropped to reduce participant burden. In addition, all instruments were revised for clarity and consistency. Minor wording changes were made based on the reorganization of a survey, or based on feedback from the 2017 Technical Review Panel (TRP), other experts, or the OFT1 data collection experience.

Additional substantial revisions since the last submission are as follows:

*Student*:

* Items were removed due to the sensitive nature of their content.
* Response scales were expanded to better capture variance.
* Items about “reading for pleasure” and “peer victimization” were added based on recommendations from the TRP.
* Items on vision were added per request from the National Institutes of Health (NIH).
* Items were added or adjusted at the recommendation of the National Endowment for the Arts (NEA).

*Parent*:

* Items were added on “peer victimization” to align with those added to the student survey.
* More items on “parent involvement” were added based on recommendations from the TRP.
* Items on vision, aligning with items on the student survey, were added per request from NIH.
* Items were added at the recommendation of the NEA.

*Mathematics Teacher*:

* The items in the mathematics teacher survey were reorganized. The updated survey can be seen in Appendix MS1-U3.
* Questions and response options were revised for consistency and to better capture variance.
* Items on vision, aligning with items on the student survey, were added per request from NIH.
* Education level items were revised to better align with similar ECLS and Census items.

*Special Education Teacher*:

* Items on Response to Intervention and Universal Design for Learning were added at the recommendation of the TRP members.
* An option for teachers to choose “Other- Specify” was added for a number of items.
* Revisions were made and an item was added based on recommendations from the National Center for Special Education Research.
* Education level items were revised to better align with similar ECLS and Census items.

*School Administrator*:

* Many items were dropped to reduce burden.
* Other items were postponed and will be asked in the relevant year of the study.
* Education level items were revised to better align with similar ECLS and Census items.

*Facilities Checklist*:

* Instructions to observers were revised for clarity.

Item-Level Justification Glossary

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.
* **OFT1 Status.** Reflects whether the item appeared in OFT1, or has been modified; and whether any changes from the source or IVFT wording were made.
* **OFT1 Wording with Response Options.** This is the OFT1 item wording, including response options.
* **OFT1 Justification.** Provides reason(s) for OFT11 item additions, deletions, and modifications (from the IVFT and/or the source wording).
* **MS1 Status.** Reflects whether the item will appear in MS1, has been deleted, or has been modified; and whether any changes from the source or OFT1 wording were made.
* **MS1 Wording with Response Options.** This is the MS1 item wording, including response options.
* **MS1 Justification.** Provides reason(s) for MS1 item additions, deletions, and modifications (from the OFT1 and/or the source wording).
* **OFT2 Status.** Reflects whether the item will appear in OFT2, has been deleted, or has been modified; and whether any changes from the source or OFT1 wording were made.
* **OFT2 Wording with Response Options.** This is the OFT2 item wording, including response options.
* **OFT2 Justification.** Provides reason(s) for OFT12 item additions, deletions, and modifications (from the OFT1 and/or the source wording).

**Item-Level Justification**

# MS1 Student Survey Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification (OFT1 Construct)** | **OFT1 Status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **MS1 Status** | **MS1 Wording with Response Options** | **MS1 Justifications** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4110810 | New Item |  | Language | New for OFT1 | Is English your first language?  1 = Yes, 0 = No | Question was added to assess Spanish language needs for MS1. | Unchanged from OFT1 | Is English your first language?  1 = Yes, 2 = No |  |
| 4110820 | New Item |  | Language | New for OFT1 | 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 MS1. | Unchanged from OFT1 | How well do you read English?  1 = Very well, 2 = Well, 3 = Not well, 4 = Not at all |  |
| 4110104 | New Item |  | Demographics | New for OFT1 | 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 | Unchanged from OFT1 | How old are you?  9 or younger, 10, 11, 12, 13, 14, 15 or older |  |
| 4110101 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date?  \_\_\_\_\_\_\_/\_\_\_\_\_\_ /19/20 \_\_\_\_\_ MONTH DAY YEAR | Demographics | Unchanged from IVFT | What is your birth date?  [MONTH] 01 = January, 02 = February, 03 = March, 04 = April, 05 = May, 06 = June, 07 = July, 08 = August, 09 = September, 10 = October, 11 = November, 12 = December |  | Unchanged from OFT1 | What is your birth date?  [MONTH] 01 = January, 02 = February, 03 = March, 04 = April, 05 = May, 06 = June, 07 = July, 08 = August, 09 = September, 10 = October, 11 = November, 12 = December |  |
| 4110102 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date?  \_\_\_\_\_\_\_/\_\_\_\_\_\_ /19/20 \_\_\_\_\_ MONTH DAY YEAR | Demographics | Unchanged from IVFT | What is your birth date?  [DAY] 1-31 |  | Unchanged from OFT1 | What is your birth date?  [DAY] 1-31 |  |
| 4110103 | FACES (2003, Parent Interview; SC11) | What is [CHILD]’s birth date?  \_\_\_\_\_\_\_/\_\_\_\_\_\_ /19/20 \_\_\_\_\_ MONTH DAY YEAR | Demographics | Unchanged from IVFT | What is your birth date?  [YEAR] 2001-2009 |  | Unchanged from OFT1 | What is your birth date?  [YEAR] 2001-2009 |  |
| 4110200 | HSLS:09 (Student, Baseline; Sect. A) | What is your sex? 1=Male 2=Female | Demographics | Unchanged from IVFT | What is your sex? Select the one that best describes you.  1 = Male, 2 = Female |  | Unchanged from OFT1 | What is your sex? Select the one that best describes you.  1 = Male, 2 = Female |  |
| 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: School-based Activities | Unchanged from IVFT | The next few questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? School sports 1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  | Unchanged from OFT1 | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? School sports 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: School-based Activities | Unchanged from IVFT | The next few questions are about activities you do at school. 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 |  | Unchanged from OFT1 | These questions are about activities you do at school. 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 |  |
| 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: School-based Activities | Unchanged from IVFT | The next few questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Performing arts  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  | Revised | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Performing arts, such as music, dance, and/or theater  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain | Revised wording of question text per NEA recommenda-tion |
| 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: School-based Activities | Unchanged from IVFT | The next few questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Student government  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  | Unchanged from OFT1 | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Student government  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: School-based Activities | Unchanged from IVFT | The next few questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? School yearbook, newspaper, or literary magazine  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  | Unchanged from OFT1 | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? School yearbook, newspaper, or literary magazine  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  |
| 4020110 | New |  |  |  |  |  | New for MS1 | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Media arts, such as animation, computer graphics, or video games  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain | Additional types of activities as per NEA recommenda-tion |
| 4020111 | New |  |  |  |  |  | New for MS1 | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Visual arts, such as painting, sculpture, or pottery  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain | Additional types of activities as per NEA recommenda-tion |
| 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: School-based Activities | Unchanged from IVFT | The next few questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Other school clubs  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  | Unchanged from OFT1 | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Other school clubs  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  |
| 4020107 | New |  | Time Use-Structured Activities: School-based Activities | Unchanged from IVFT | The next few questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Other school-sponsored activities  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  | Unchanged from OFT1 | These questions are about activities you do at school. Have you participated in the following school-sponsored activities at any time during this school year? Other school-sponsored activities  1 = Did Not participate, 2 = Participated, 3 = Participated as an officer, leader, or captain |  |
| 4020109 | ECLS-K (Student, Grade 8; 10c) |  | Time Use-Structured Activities: School-based Activities | New for OFT1 | 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. | Unchanged from OFT1 | In what other school clubs did you participate? Please type your answer.  Open-ended |  |
| 4020112 | ECLS-K (Student, Grade 8; 10c) |  | Time Use-Structured Activities: School-based Activities | New for OFT1 | 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. | Unchanged from OFT1 | In what other school clubs did you participate as an officer, leader, or captain? Please type your answer.  Open-ended |  |
| 4020108 | ELS:2002 (Student, Baseline; 41e) |  | Time Use-Structured Activities: School-based Activities | Unchanged from IVFT | In what other school-sponsored activities did you [participate/participate as an officer, leader, or captain]? Please type your answer. Open-ended |  | Unchanged from OFT1 | In what other school-sponsored activities did you participate? Please type your answer. Open-ended |  |
| 4020113 | ECLS-K (Student, Grade 8; 10c) |  | Time Use-Structured Activities: School-based Activities | New for OFT1 | 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. | Unchanged from OFT1 | In what other school-sponsored activities did you participate as an officer, leader, or captain? Please type your answer.  Open-ended. |  |
| 4050601 | modified 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) | Unchanged from IVFT | These questions ask for your opinion about different things, so there are No right or wrong answers. 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | The next few questions ask for your opinion about different things, so there are No right or wrong answers. 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 4050602 | modified 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 (general) | Unchanged from IVFT | These questions ask for your opinion about different things, so there are No right or wrong answers. How much do you agree or disagree with the following statements? Your intelligence is something about you that you can't change very much.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | The next few questions ask for your opinion about different things, so there are No right or wrong answers. How much do you agree or disagree with the following statements?  Your intelligence is something about you that you can't change very much.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 4050603 | modified 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) | Unchanged from IVFT | These questions ask for your opinion about different things, so there are no right or wrong answers. How much do you agree or disagree with the following statements? No matter who you are, you can change your intelligence.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | The next few questions ask for your opinion about different things, so there are no right or wrong answers. How much do you agree or disagree with the following statements?  No matter who you are, you can change your intelligence.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 4050604 | modified 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) | 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | The next few questions ask for your opinion about different things, so there are no right or wrong answers. 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 4050605 | modified 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) | Unchanged from IVFT | How much do you agree or disagree with the following statements? You can always change your intelligence.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | The next few questions ask for your opinion about different things, so there are no right or wrong answers. How much do you agree or disagree with the following statements?  You can always change your intelligence.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 4050606 | modified 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 (general) | 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | The next few questions ask for your opinion about different things, so there are no right or wrong answers. 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 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 | Unchanged from IVFT | How true are the following statements for you? I am certain I can learn everything taught in math.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I am certain I can learn everything taught in math.  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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I am sure I can do even the most difficult homework problems in math.  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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | 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.  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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I am confident I can do even the hardest work in my math class.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050401 | modified 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 | Unchanged from IVFT | How true are the following statements for you? Math will be useful for me later in life.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? Math will be useful for me later in life.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050402 | modified 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 | Unchanged from IVFT | How true are the following statements for you? Math helps me in my daily life outside of school.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? Math helps me in my daily life outside of school. 1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050403 | modified 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 | Unchanged from IVFT | How true are the following statements for you? Being someone who is good at math is important to me.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? Being someone who is good at math is important to me.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050404 | modified 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 | Unchanged from IVFT | How true are the following statements for you? I enjoy doing math. 1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I enjoy doing math. 1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4080111 | modified AddHealth (Student- In Home; S3; 50) | What time do you usually go to bed on week nights?  Type in time in this format HH:MM A for AM or HH:MM P for PM.  Please remember that midnight is 12:00A and noon is 12:00P! | Sleep Quallity | Unchanged from IVFT | What time do you usually wake up on school days?  (1-12) Hour, (00-55) Minute, AM/PM |  | Unchanged from OFT1 | What time do you usually wake up on school days?  (1-12) Hour, (00-55) Minute, AM/PM |  |
| 4080112 | modified AddHealth (Student- In Home; S3; 50) | What time do you usually go to bed on week nights? | Sleep Quallity | Unchanged from IVFT | What time do you usually go to sleep on school nights?  (1-12) Hour, (00-55) Minute, AM/PM |  | Unchanged from OFT1 | What time do you usually go to sleep on school nights?  (1-12) Hour, (00-55) Minute, AM/PM |  |
| 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-Structured Activities: Non-school-based Activities | Unchanged 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?  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 | These questions ask about activities you might do outside of school. How often do you spend time. Working on arts and/or crafts?  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 and added at the request of the NEA. |
| 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-Structured Activities: Non-school-based Activities | Unchanged from IVFT | These questions ask about activities you might do outside of school. How often do you spend time. Playing organized Non-school sports?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day |  | Unchanged from OFT1 | These questions ask about activities you might do outside of school. How often do you spend time. Playing organized non-school sports?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day |  |
| 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-Structured Activities: Non-school-based Activities | Unchanged 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?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day |  | Unchanged from OFT1 | 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?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day |  |
| 4020280 | New |  |  |  |  |  | New for MS1 | These questions ask about activities you might do outside of school. How often do you spend time. Singing, playing a musical instrument, creating or performing music, dancing, or acting?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day | Additional types of activities added at the request of the NEA. |
| 4020290 | New |  |  |  |  |  | New for MS1 | These questions ask about activities you might do outside of school. How often do you spend time. Journaling or on your own creative writing?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day | Additional types of activities added at the request of the NEA. |
| 4020260 | New |  | Time Use-Structured Activities: Non-school-based Activities | Unchanged 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?  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 | These questions ask about activities you might do outside of school. How often do you spend time. Doing other activities or hobbies?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day | Revisions revised and added at the request of the NEA. |
| 4020270 | New |  | Time Use-Structured Activities: Non-school-based Activities | Unchanged from IVFT | What other activities do you do outside of school? Please type your answer. |  | Unchanged from OFT1 | What other activities do you do outside of school? Please type your answer. |  |
| 4024120 | New Item |  | Related to Time use - Structured Activities: Employment | New for OFT1 | Do you receive an allowance?  1 = Yes, 0 = No | Item included to understand if respondent has money of their own to spend. | Unchanged from OFT1 | Do you receive an allowance?  1 = Yes, 2 = No |  |
| 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) 1. Have Not worked for pay 2. Lawn work 3. Waiter or waitress 4. Newspaper route 5. Babysitting or child care 6. Farm or agricultural work 7. Other manual labor 8. Store clerk, salesperson 9. Office or clerical  10. Odd jobs  11. Other | Time use - Structured Activities: Employment | Unchanged 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 |  | Unchanged from OFT1 | 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, 2 = No |  |
| 4020902 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | 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. | Unchanged from OFT1 | 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 |  |
| 4020904 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | 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. | Unchanged from OFT1 | 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 |  |
| 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 OFT1 | 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 | Unchanged from OFT1 | 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 |  |
| 4021101 | modified 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 OFT1 | Do you ever... Watch short video clips for fun on YouTube, Vine, or other sites?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Watch video clips for fun on YouTube, Instagram, Snapchat, or other sites?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021102 | modified 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 OFT1 | Do you ever… Look up information online for your own interests (for example, using Google, Reddit, Tumblr, or other sites)?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and techNological fluency. | Revised | How often do you... Look up information online for your own interests (for example, using Google, Reddit, Tumblr, or other sites)?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021103 | modified 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 OFT1 | Do you ever… Play video games, computer games, or mobile games?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and techNological fluency. | Revised | How often do you... Play video games, computer games, or mobile games?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021104 | modified 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 OFT1 | Do you ever… Video chat through programs like Facetime, OoVoo, or Skype?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Video chat through programs like Facetime, OoVoo, or Skype?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021105 | modified 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 OFT1 | Do you ever… Message with friends using texting, KIK, iMessage, Snapchat, WhatsApp, or some other app?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Message with friends using texting, KIK, iMessage, Snapchat, WhatsApp, or some other app?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021106 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | Do you ever… Post photos or updates on social media sites (such as Twitter, Instagram, Facebook, Snapchat, or Ask.fm)?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Post photos, videos, or updates on social media sites (such as Twitter, Instagram, Facebook, Snapchat, or Ask.fm)?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021107 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | Do you ever… Send emails to friends, family members, teachers, or others?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Send emails to friends, family members, teachers, or others?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021108 | National Endowment for the Arts | Do you ever… Make your own digital art or music (such as painting, graphics, video editing, making digital music)? 1=Yes 0=No | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | Do you ever… Make your own digital art or music (such as painting, graphics, video editing, making digital music)?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Make your own digital art or music (such as painting, graphics, videos, music)?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021109 | New Item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | Do you ever… Write computer programs (code) or develop apps?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Write computer programs (code) or develop apps?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021110 | modified 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 OFT1 | Do you ever... Do some other activity using a computer, tablet, phone, or similar device?  1 = Yes, 0 = No | Item added in order to capture aspects of students' internet use as it relates to entertainment, socializing, and technological fluency. | Revised | How often do you... Do some other activity using a computer, tablet, phone, or similar device?  1 - Never.2 - Less than once a week.3 - A few times a week.4 - About once a day.5 - Many times a day | Revised response scale to collect more detailed information. In the OFT1 these were Yes/No questions. We changed to a response scale to increase variance we capture. |
| 4021111 | modified Pew Research Center, 2010 and various others | Do you ever… Do some other activity using a computer, tablet, phone, or similar device? Specify 1=Yes 0=No | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | 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. | Unchanged from OFT1 | What other activity do you do using a computer, tablet, phone, or similar device? Please type your answer. |  |
| 4021201 | New item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | 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? Move the arrow on the slider scale to point to the number of hours you spend on a typical weekday. (0-24) Hours, (00, 15, 30, 45) 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. | Revised | On a typical weekday, how much time each day do you spend using electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for school-related activities?  (0-24) Hours, (00, 15, 30, 45) Minutes | Revised to match questions about the weekend days and clarify that we are not looking for the sum of weekdays. |
| 4021202 | New item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | 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? Move the arrow on the slider scale to point to the number of hours you spend on a typical weekday.  (0-24) Hours, (00, 15, 30, 45) 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. | Revised | On a typical weekday, how much time each day do you spend using electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for all other activities that are not school-related?  (0-24) Hours, (00, 15, 30, 45) Minutes | Revised to match questions about the weekend days and clarify that we are not looking for the sum of weekdays. |
| 4021203 | New item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | 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? Move the arrow on the slider scale to point to the number of hours you spend on a typical weekend day.  (0-24) Hours, (00, 15, 30, 45) 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. | Revised | On a typical weekend day, how much time each day do you spend using electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for school-related activities?  (0-24) Hours, (00, 15, 30, 45) Minutes | Revised to use language more appropriate for students in middle grades. |
| 4021204 | New item |  | Technology activities (frequency for educational, social, and entertainment purposes) | New for OFT1 | 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?..Move the arrow on the slider scale to point to the number of hours you spend on a typical weekend day.  (0-24) Hours, (00, 15, 30, 45) 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. | Revised | On a typical weekend day, how much time each day do you spend using electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.) for all other activities that are not school-related?  (0-24) Hours, (00, 15, 30, 45) Minutes | Revised to use language more appropriate for students in middle grades and to change to a pulldown menu format. |
| 4021205 | ECLS-K:1999 Grade 8 Student Survey | How many hours of reading do you do each week not counting schoolwork?  (Do not count any school-assigned reading.)  Hours per week |  |  |  |  | New for MS1 | How much time do you spend reading, not counting school work or any school-assigned reading:  On the average weekday (0-24) Hours, (00, 15, 30, 45) Minutes | Added item related to reading for pleasure as per TRP 2017 recommendation |
| 4021206 | ECLS-K:1999 Grade 8 Student Survey | How many hours of reading do you do each week not counting schoolwork?  (Do not count any school-assigned reading.)  Hours per week |  |  |  |  | New for MS1 | How much time do you spend reading, not counting school work or any school-assigned reading:  On the average weekend day (0-24) Hours, (00, 15, 30, 45) Minutes | Added item related to reading for pleasure as per TRP 2017 recommendation |
| 4010201 | ELS:2002 (Student, Baseline; 24b) 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 | Unchanged 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. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | 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. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010202 | ELS:2002 (Student, Baseline; 24b) 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 | Unchanged 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010203 | ELS:2002 (Student, Baseline; 24b) 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 | Unchanged 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010204 | ELS:2002 (Student, Baseline; 24b) 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 | Unchanged 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | Next are some questions about things that may happen at school. How often does the following happen at school? People are friendly to me.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010205 | ELS:2002 (Student, Baseline; 24b) 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 | Unchanged 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010303 | modified 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 | Belongingness | Unchanged 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010601 | modified 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 | Unchanged from IVFT | The next questions are about the students at your school. How often did the following happen at your school in the last month? Physical conflicts (fights) among students.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | The next questions are about the students at your school. How often did the following happen at your school in the last month? Physical conflicts (fights) among students.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010602 | modified 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 | Unchanged from IVFT | The next questions are about the students at your school. How often did the following happen at your school in the last month? Students bullied other students.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | The next questions are about the students at your school. How often did the following happen at your school in the last month? Students bullied other students.  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 | Unchanged from IVFT | The next questions are about the students at your school. How often did the following happen at your school in the last month? Students yelled and screamed at the teachers.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | The next questions are about the students at your school. How often did the following happen at your school in the last month? Students yelled and screamed at the teachers.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4010604 | ECLS-K:2011 ( Adapted from Spring Teacher – child-level questionnaire, D24a ) | 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 |  |  |  |  | New for MS1 | The next questions are about the students at your school. During this 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, 6 = Always | Added items related to peer victimization as per TRP 2017 recommendation |
| 4010605 | ECLS-K:2011 ( Adapted from Spring Teacher – child-level questionnaire, D24c ) | 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 |  |  |  |  | New for MS1 | The next questions are about the students at your school. During this 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, 6 = Always | Added items related to peer victimization as per TRP 2017 recommendation |
| 4010606 | ECLS-K:2011 ( Adapted from Spring Teacher – child-level questionnaire, D24b ) | 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 |  |  |  |  | New for MS1 | The next questions are about the students at your school. During this 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, 6 = Always | Added items related to peer victimization as per TRP 2017 recommendation |
| 4010501 | modified 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 | Unchanged from IVFT | Now we want you to answer these questions thinking only about teachers that you have class with. How often does the following happen with your teachers? I get along well with my teachers.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | Now we want you to think only about teachers that you have class with this year. How often does the following happen with your teachers? I get along well with my teachers.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4010502 | modified 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 | Unchanged from IVFT | Now we want you to answer these questions thinking only about teachers that you have class with. How often does the following happen with your teachers? My teachers listen to what I have to say.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | Now we want you to think only about teachers that you have class with this year. How often does the following happen with your teachers? My teachers listen to what I have to say.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4010503 | modified 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 | Unchanged from IVFT | Now we want you to answer these questions thinking only about teachers that you have class with. How often does the following happen with your teachers? If I need extra help, I receive it from my teachers.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | Now we want you to think only about teachers that you have class with this year. How often does the following happen with your teachers? If I need extra help, I receive it from my teachers.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4010504 | modified 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 | Unchanged from IVFT | Now we want you to answer these questions thinking only about teachers that you have class with. How often does the following happen with your teachers? My teachers treat me fairly.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | Now we want you to think only about teachers that you have class with this year. How often does the following happen with your teachers? My teachers treat me fairly.  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 | Unchanged from IVFT | Now we want you to answer these questions thinking only about teachers that you have class with. How often does the following happen with your teachers? My teachers care about my feelings.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | Now we want you to think only about teachers that you have class with this year. How often does the following happen with your teachers? My teachers care about my feelings.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 | Peer Social Support | Unchanged from IVFT | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates think it is important to be my friend.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates think it is important to be my friend.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4030102 | ECLS-K (Student, Grade 8; 9b) | How often are the following statements true?  My classmates like me the way I am. 1. Never 1. Never 2. Seldom 3. Sometimes 4. Often 5. Always | Peer Social Support | Unchanged from IVFT | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates like me the way I am.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates like me the way I am.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4030103 | ECLS-K (Student, Grade 8; 9b) | How often are the following statements true?  My classmates care about my feelings.  1. Never 2. Seldom 3. Sometimes 4. Often 5. Always | Peer Social Support | Unchanged from IVFT | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates care about my feelings.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates care about my feelings.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4030104 | ECLS-K (Student, Grade 8; 9d) | 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 | Peer Social Support | Unchanged from IVFT | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates like me as much as they like other classmates.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates like me as much as they like other classmates.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4030105 | ECLS-K (Student, Grade 8; 9e) | How often are the following statements true?  My classmates really care about me.  1. Never 2. Seldom 3. Sometimes 4. Often 5. Always | Peer Social Support | Unchanged from IVFT | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates really care about me.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | The next questions are about your classmates this school year. Please think only about the students who are in your classes. How often are the following statements true? My classmates really care about me.  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, positive | Unchanged 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?  1 = Not at all important, 2 = A little bit important, 3 = Somewhat important, 4 = Important, 5 = Very important |  | Unchanged from OFT1 | Next are a few questions about people who you hang out with, including people you know from school or from somewhere else. How important is it to the people who you hang out with that they. Attend classes regularly?  1 = Not at all important, 2 = A little bit important, 3 = Somewhat important, 4 = Important, 5 = Very important |  |
| 4030202 | ECLS-K (Student, Grade 8; 8b) | 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, positive | Unchanged 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?  1 = Not at all important, 2 = A little bit important, 3 = Somewhat important, 4 = Important, 5 = Very important |  | Unchanged from OFT1 | Next are a few questions about people who you hang out with, including people you know from school or from somewhere else. How important is it to the people who you hang out with that they. Get good grades?  1 = Not at all important, 2 = A little bit important, 3 = Somewhat important, 4 = Important, 5 = Very important |  |
| 4030203 | New item |  | Perception of Peer Values, positive | Unchanged 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?  1 = Not at all important, 2 = A little bit important, 3 = Somewhat important, 4 = Important, 5 = Very important |  | Unchanged from OFT1 | Next are a few questions about people who you hang out with, including people you know from school or from somewhere else. How important is it to the people who you hang out with that they. Work hard in school?  1 = Not at all important, 2 = A little bit important, 3 = Somewhat important, 4 = Important, 5 = Very important |  |
| 4080101 | modified 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 | Unchanged from IVFT | In the last month, how often... Did you wake up feeling tired?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | In the last month, how often... Did you wake up feeling tired?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4080102 | modified 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 | Unchanged from IVFT | In the last month, how often... Did you have trouble falling asleep?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | In the last month, how often... Did you have trouble falling asleep?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often | . |
| 4080103 | modified 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 | Unchanged from IVFT | In the last month, how often... Did you have trouble staying asleep?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | In the last month, how often... Did you have trouble staying asleep?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often | . |
| 4080104 | modified 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 | 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 |  | Unchanged from OFT1 | 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. Occasionally 4. Often 5. Everyday | Sleep Quallity | 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 |  | Unchanged from OFT1 | 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 |  |
| 4040101 | modified 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/Well-being | Unchanged from IVFT | In the last month, how often... Did you have a headache?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | In the last month, how often... Did you have a headache?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4040102 | modified 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/Well-being | Unchanged from IVFT | In the last month, how often... Did you have aches, pains, or soreness in your muscles or joints?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | In the last month, how often... Did you have aches, pains, or soreness in your muscles or joints?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4040103 | modified 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/Well-being | Unchanged from IVFT | In the last month, how often... Did you have a stomachache?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  | Unchanged from OFT1 | In the last month, how often... Did you have a stomachache?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often |  |
| 4040200 | ECLS-K:2011 Parent Interview, CHQ285 modified | Now I want to ask you about {CHILD}’s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?  1=Yes, 2=No, Refused, Don't Know |  |  |  |  | New for MS1 | Do you... Have a hard time seeing things in the distance?  1=Yes, 2=No | Added items related to vision as per NIH recommendation |
| 4040201 | New |  |  |  |  |  | New for MS1 | Do you... Have a hard time seeing the board in your classroom?  1=Yes, 2=No | Added items related to vision as per NIH recommendation |
| 4040202 | ECLS-K:2011 Parent Interview, CHQ286 modified | Now I want to ask you about {CHILD}’s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?  1=Yes, 2=No, Refused, Don't Know |  |  |  |  | New for MS1 | Do you... Have a hard time seeing things close-up (like letters on paper)?  1=Yes, 2=No | Added items related to vision as per NIH recommendation |
| 4040204 | ECLS-K:2011 Parent Interview, CHQ312 modified | How often does {CHILD} wear glasses or contact lenses?  1 = All of the time, 2 = Most of the time, 3 = Sometimes, 4 = Rarely or, 5 = Never?, 6= Child does not have glasses or contacts, Refused, Don't Know |  |  |  |  | New for MS1 | How often do you wear eyeglasses or contact lenses to help you see better?  1 = Always/Most of the time, 2 = Often, 3 = Sometimes, 4 = Rarely, 5 = Never, 6= I do not have glasses/contact lenses | Added items related to vision as per NIH recommendation |
| 4040203 | ECLS-K:2011 Parent Interview, CHQ311 modified | Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?  1 Yes, 2 No, Refused, Don't Know |  |  |  |  | New for MS1 | Have you been told by a professional like an eye doctor that you need glasses or contact lenses to help you see better?  1=Yes, 2=No | Added items related to vision as per NIH recommendation |
| 4110300 | HSLS:09 (Student, Baseline; Sect. A) | Are you Hispanic or [Latino/Latina]?  1=Yes 2=No | Demographics | Modified from IVFT | Are you Hispanic or Latino/Latina?  1 = Yes, 0 = No | Removed the instruction because this is a Yes/No question. | Unchanged from OFT1 | The next questions are about you and your family. Are you Hispanic or Latino/Latina?  1 = Yes, 2 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Mexican, Mexican-American, or Chicano/Chicana  1 = Yes, 0 = No |  | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Mexican, Mexican-American, or Chicano/Chicana  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Cuban  1 = Yes, 0 = No |  | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Cuban  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Dominican  1 = Yes, 0 = No |  | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Dominican  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Puerto Rican  1 = Yes, 0 = No |  | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Puerto Rican  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran  1 = Yes, 0 = No |  | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. South American such as Colombian, Argentine, or Peruvian  1 = Yes, 0 = No |  | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply. South American such as Colombian, Argentine, or Peruvian  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Other Hispanic or Latino/Latina  1 = Yes, 0 = No |  | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Other Hispanic or Latino/Latina  1 = Yes, 0 = No |  |
| 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 IVFT | The next questions are about you and your family. 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 language more appropriate for this age group. | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply.  Please type your answer. |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. White  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. White  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Black or African American  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. Black or African American  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Asian  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. Asian  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Native Hawaiian or other Pacific Islander  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. Native Hawaiian or other Pacific Islander  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. American Indian or Alaska Native 1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply.  American Indian or Alaska Native 1 = Yes, 0 = No |  |
| 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 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):  -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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Asian Indian  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes you? Select all that apply. Asian Indian  1 = Yes, 0 = No |  |
| 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):  -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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Chinese  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes you? Select all that apply. Chinese  1 = Yes, 0 = No |  |
| 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):  -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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Filipino  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes you? Select all that apply. Filipino  1 = Yes, 0 = No |  |
| 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):  -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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Japanese  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes you? Select all that apply. Japanese  1 = Yes, 0 = No |  |
| 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):  -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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Korean  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes you? Select all that apply. Korean  1 = Yes, 0 = No |  |
| 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):  -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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Vietnamese  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes you? Select all that apply. Vietnamese  1 = Yes, 0 = No |  |
| 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):  -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 | Unchanged from IVFT | The next questions are about you and your family. Which of the following best describes you? Select all that apply. Other Asian  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes you? Select all that apply. Other Asian  1 = Yes, 0 = No |  |
| 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):  -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 IVFT | The next questions are about you and your family. 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 language more appropriate for this age group. | Unchanged from OFT1 | The next questions are about you and your family. Which of the following best describes you? Select all that apply.  Please type your answer. |  |
| 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) | Ethnicity Identity Formation | Unchanged from IVFT | How much do you agree or disagree with the following statements? I feel close to others who share my race/ethnicity.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | How much do you agree or disagree with the following statements? I feel close to others who share my race/ethnicity.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 4051102 | New item |  | Ethnicity Identity Formation | Unchanged from IVFT | How much do you agree or disagree with the following statements? Other people judge me based on my race/ethnicity.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | How much do you agree or disagree with the following statements? Other people judge me based on my race/ethnicity.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 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 | Ethnicity Identity Formation | Unchanged 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | How much do you agree or disagree with the following statements? I get in fights with other people because of my race/ethnicity.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 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  1. Never 2. A couple times each year 3. A couple times each month 4. Once or twice each week 5. Every day | Ethnicity Identity Formation | Unchanged 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  | Unchanged from OFT1 | 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.  1 = Strongly agree, 2 = Agree, 3 = Slightly agree, 4 = Slightly disagree, 5 = Disagree, 6 = Strongly disagree |  |
| 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.  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) | Unchanged 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.  1 = 1 (top of the ladder), 2 = 2, 3 = 3, 4 = 4, 5 = 5, 6 = 6, 7 = 7, 8 = 8, 9 = 9, 10 = 10 (bottom of the ladder) |  | Revised | Now imagine a ladder that represents the students at your school. - At the top of the ladder are the students who have the most respect, receive the highest grades, and are the most popular. - At the bottom of the ladder are the students who have the least respect, receive the worst grades, and are the least popular. Select the place on the ladder where you see yourself.  1 = 1 (top of the ladder), 2 = 2, 3 = 3, 4 = 4, 5 = 5, 6 = 6, 7 = 7, 8 = 8, 9 = 9, 10 = 10 (bottom of the ladder) | Revised to simplify wording. |
| 4060302 | PSI II: AutoNomy-granting Subscale (Darling & 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 Relationship: AutoNomy-Granting (factor 1) | Unchanged from IVFT | How often do your parents/guardians. Respect your privacy?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Respect your privacy?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060303 | PSI II: AutoNomy-granting Subscale (Darling & 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 Relationship: AutoNomy-Granting (factor 1) | Unchanged from IVFT | How often do your parents/guardians. Give you a lot of freedom?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Give you a lot of freedom?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060304 | PSI II: AutoNomy-granting Subscale (Darling & 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 Relationship: AutoNomy-Granting (factor 1) | Unchanged from IVFT | How often do your parents/guardians. Make most of the decisions about what you can do?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Make most of the decisions about what you can do?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060305 | PSI II: AutoNomy-granting Subscale (Darling & Toyokawa, 1997) | 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 Relationship: AutoNomy-Granting (factor 1) | Unchanged from IVFT | How often do your parents/guardians. Believe you have a right to your own point of view?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Believe you have a right to your own point of view?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060401 | modified Self-Disclosure & Parental Monitoring/Knowledge (Kerr & Statin, 2000) | Do your parents:  Know what you do during your free time? \*response scale Not specified. | Parent-Child Relationship: Monitoring/Disclosure | Unchanged from IVFT | How often do your parents/guardians. Know what you do during your free time?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Know what you do during your free time?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060402 | modified 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/Disclosure | Unchanged from IVFT | How often do your parents/guardians. Know how much homework you have?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Know how much homework you have?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060403 | modified 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/Disclosure | Unchanged from IVFT | How often do your parents/guardians. Know what you spend your money on?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Know what you spend your money on?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060404 | modified 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/Disclosure | Unchanged from IVFT | How often do your parents/guardians. Know when you have an exam or paper due at school?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Know when you have an exam or paper due at school?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060405 | modified 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/Disclosure | Unchanged from IVFT | How often do your parents/guardians. Know what your school grades are?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often do your parents/guardians. Know what your school grades are?  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 disagree | Community Perspectives | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | Next are statements about you and where you live. How true are the following for you? There are a lot of adults in my neighborhood who I want to be like when I grow up.  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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | Next are statements about you and where you live. How true are the following for you? I want to get away from my neighborhood as soon as I can.  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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | Next are statements about you and where you live. How true are the following for you? I can count on people in my neighborhood to help me if I need it.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4060604 | modified NLSY:79 (1994, Child Self-Administered Supplement) | How safe child feels walking and playing in the neighborhood.  1. Very safe 2. Reasonably safe 3. Somewhat safe 4. Very unsafe | Community Perspectives | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | Next are statements about you and where you live. How true are the following for you? I feel very safe walking and playing in my neighborhood.  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 | New for OFT1 | 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. | Unchanged from OFT1 | Next are statements about you and where you live. How true are the following 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 |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Does things carefully and completely.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Does things carefully and completely.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Can be somewhat careless.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Can be somewhat careless.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Is a reliable worker.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Is a reliable worker.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Tends to be disorganized.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Tends to be disorganized.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Tends to be lazy.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Tends to be lazy.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Keeps working until things are done.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Keeps working until things are done.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4050107 | modified 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Does things efficiently (quickly and correctly).  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Does things efficiently (quickly and correctly).  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Makes plans and sticks to them.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Makes plans and sticks to them.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4050109 | modified 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; has trouble paying attention 1. Disagree strongly 2. Disagree a little 3. Neither agree Nor disagree 4. Agree a little 5. Agree strongly | Conscientiousness | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Is easily distracted.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Is easily distracted.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4050110 | modified 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; has trouble paying attention 1. Disagree strongly 2. Disagree a little 3. Neither agree Nor disagree 4. Agree a little 5. Agree strongly | Conscientiousness | Unchanged from IVFT | How often are the following statements true for you? I see myself as someone who. Has trouble paying attention.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | How often are the following statements true for you? I see myself as someone who. Has trouble paying attention.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4050901 | modified 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 and Risky Behaviors | Unchanged from IVFT | How true are the following statements for you? I like to explore strange places.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I like to explore strange places.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050902 | modified 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 and Risky Behaviors | Unchanged from IVFT | How true are the following statements for you? I like to do frightening things.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I like to do frightening things.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050903 | modified 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 and Risky Behaviors | Unchanged from IVFT | How true are the following statements for you? I like new and exciting experiences.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I like new and exciting experiences.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050904 | modified 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 and Risky Behaviors | Unchanged from IVFT | How true are the following statements for you? I prefer friends who are exciting and unpredictable.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I prefer friends who are exciting and unpredictable.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050701 | modified Persistence Scale Elliot, McGregor, & 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 | Unchanged 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050702 | modified Persistence Scale Elliot, McGregor, & 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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | How true are the following statements for you? I work my hardest to learn at school, even if I do Not like the subject.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050703 | modified Persistence Scale Elliot, McGregor, & 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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 4050704 | modified Persistence Scale Elliot, McGregor, & 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 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  | Unchanged from OFT1 | 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.  1 = Not at all true, 2 = A little bit true, 3 = Somewhat true, 4 = True, 5 = Very true |  |
| 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 | Unchanged from IVFT | How often are the following statements true for you? 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 |  | Unchanged from OFT1 | How often are the following statements true for you? 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 |  |
| 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 | 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.  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 |  | Unchanged from OFT1 | 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.  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 | Unchanged from IVFT | How often are the following statements true for you? I am doing just as well as other people 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 |  | Unchanged from OFT1 | How often are the following statements true for you? I am doing at least as well as other people 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 |  |
| 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 | 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.  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 |  | Unchanged from OFT1 | 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.  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 | 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.  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 |  | Unchanged from OFT1 | 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.  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 | 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.  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 |  | Unchanged from OFT1 | 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.  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 |  |
| 4070200 | modified 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 a Bachelor’s degree 7=Start but Not complete a Master’s degree 8= Complete a Master’s degree 9=Start but Not complete a Ph.D., M.D., law degree, or other high level professional degree 10=Complete a Ph.D., M.D., law degree, or other high level professional degree 11=Don’t know | Academic expectation | Unchanged from IVFT | As things stand now, how far in school do you think you will go?  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 OFT1 | As things stand now, how far in school do you think you will go?  1 = I won't finish high school, 2 = I will graduate from high school, but won't go any further, 3 = I will go to a technical or trade school after high school, 4 = I will attend college, 5 = I will graduate from college, 6 = I will attend a higher level of school after graduating from college, 7 = Don't know |  |
| 4060503 | modified 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/Disclosure | Unchanged 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | 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).  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060501 | modified 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. 3. 4. 5. Yes, fully/almost always | Parent-Child Relationship: Monitoring/Disclosure | Unchanged 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).  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | 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).  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 4060502 | modified 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/Disclosure | Unchanged 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).  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  | Unchanged from OFT1 | 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.  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often, 6 = Always |  |
| 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-Structured Activities: Non-school-based Activities | Unchanged 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?  1 = Never, 2 = Rarely, 3 = One to three times a month, 4 = Once or twice a week, 5 = Every day or almost every day |  | Dropped |  | Dropping this question and rewording others in this set as per NEA recommendation |
| 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, negative | Unchanged from IVFT | Of the people your age who you hang out with, how many. Are members of a gang?  1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 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, negative | Unchanged from IVFT | Of the people your age who you hang out 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 |  | Dropped |  | Item dropped due to sensitivity |
| 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, negative | Unchanged from IVFT | Of the people your age who you hang out with, how many. Have ever stolen things?  1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 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, negative | Unchanged from IVFT | Of the people your age who you hang out 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 |  | Dropped |  | Item dropped due to sensitivity |
| 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, negative | 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?  1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 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, negative | 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?  1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 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, negative | Unchanged from IVFT | Of the people your age who you hang out with, how many. Have skipped school at least once this year?  1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 4030401 | 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 try cigarettes.  1. Yes  2. No | Perception of Peer Values, Peer Pressure | Unchanged from IVFT | Of the people your age who you hang out with, how many have ever pressured you to. Try cigarettes?  1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 4030402 | New item |  | Perception of Peer Values, Peer Pressure | 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? 1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 4030403 | 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 try marijuana/other drugs.  1. Yes  2. No | Perception of Peer Values, Peer Pressure | 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? 1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 4030404 | 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 drink alcohol.  1. Yes  2. No | Perception of Peer Values, Peer Pressure | 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? 1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 4030405 | 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 skip school.  1. Yes  2. No | Perception of Peer Values, Peer Pressure | Unchanged from IVFT | Of the people your age who you hang out with, how many have ever pressured you to. Skip school? 1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 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. No | Perception of Peer Values, Peer Pressure | 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? 1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = All or almost all |  | Dropped |  | Item dropped due to sensitivity |
| 4030407 |  |  |  |  |  |  | Dropped |  | Item dropped due to sensitivity |

# MS1 Full and Abbreviated [Parent Survey Items](#_TOC_250000)

**Notes: \*\*\* in the MS1 Status column indicates that the item is part of the Abbreviated Parent Survey. The Spanish version of the Parent Survey has identical items.**

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **OFT1 Status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **MS1 Status** | **MS1 Wording with Response Options** | **MS1 Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | New |  | Screener |  |  |  | Added | To ensure that we have the right person and to protect the confidentiality of all student participants, we ask that you verify that we have matched you with your child. Please select your child’s name from the list of names below.   1. Student 1 2. Student 2 3. Student 3 4. Student 4 | Added to ensure correct respondent |
|  | New |  | Screener |  |  |  | Added | n the 2017-2018 school year, {CFNAME} attends/has attended which school?   1. School 1 2. School 2 3. School 3 4. School 4 | Added to ensure correct respondent |
|  | New |  | Screener |  |  |  | Added | Thank you for being a part of the Middle Grades Longitudinal Study of 2017–18 (MGLS:2017). This will help us learn about children’s development during an important time in their lives.  Before we begin the parent survey, we see that you have not yet provided permission for your child to participate in the student session of MGLS:2017. | Added to document parental permission |
|  | New |  | Screener |  |  |  | Added | Your child’s school has accepted an invitation from the National Center for Education Statistics (NCES), part of the U.S. Department of Education, to participate in MGLS:2017. A sample of students from your child’s school will take part. Your child is one of approximately 20,000 students selected from across the United States to participate.  To have an accurate picture of what U.S. students in grade 6 can do in reading, math, and other (noncognitive) skills important to learning, it is important that each student selected take part in the study. In addition to answering reading and math questions, students will be asked to complete a brief questionnaire about themselves and provide height and weight measurements, which is important to understanding the growth and development of adolescents. I urge you to support this effort by encouraging your child to take part. | Added to document parental permission |
|  | New |  | Screener |  |  |  | Added | Completing the survey is voluntary for you and your child and there are no penalties for not participating. Your child may also skip any question he or she does not want to answer. All of the information collected is protected, as required by law. NCES is authorized to conduct MGLS:2017 by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and to collect students’ education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. All of the information your child provides may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). The collected information will be combined across respondents to produce statistical reports.    Click here to view the permission cover letter in its entirety. | Added to document parental permission |
|  | New |  | Screener |  |  |  | Added | Your child has been asked to participate in a study of student learning called the Middle Grades Longitudinal Study of 2017-18 (MGLS:2017). Student data will be collected in a 90-minute session during the school day. The student assessment will be administered by a team of researchers from RTI International, on behalf of the National Center for Education Statistics (NCES).   1. Yes, I give permission for my child to participate in MGLS:2017. 2. No, I do not give permission for my child to participate, but I will complete the parent survey. 3. No, I do not give permission for my child to participate in MGLS:2017.   **Please provide your contact information below.**   1. First Name: 2. Middle Name: 3. Last Name: 4. Suffix: 5. Phone Number: 6. Email: | Added to document parental permission |
| 5010200 | New |  | Screener | Modified from IVFT | Are you {RFNAME RLNAME TAKEN FROM SCHOOL ROSTER}?  1. Yes.2. No | Added last name to confirm correct parent | \*\*\*Unchanged from OFT1 | Are you {FNAME LNAME TAKEN FROM INFORMATION RECIEVIED FROM SCHOOL}? 1. Yes 2. No |  |
| 5010301 | New |  | Screener | New for OFT | Does {CFNAME} {CLNAME} live with you?  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. | \*\*\*Unchanged from OFT1 | Does {CFNAME} {CLNAME} live with you? 1. Yes 2. No |  |
| 5010302 | HSLS:09 (P1 A09) | How much of the time does [your 9th grader] live with you?.1=All of the time.2=More than half of the time.3=Half of the time.4=Less than half of the time or.5=None of the time | Household compositions |  |  |  | Unchanged from source | How much of the time does {CFNAME} live with you? 1. All of the time 2. More than half of the time. 3. Half of the time 4. Less than half of the time |  |
| 5010303 | HSLS:09 (P1 A10) | With whom does [he/she/your 9th-grader] live most of the time when not living with you?.1=With another parent.2=With another adult relative.3=With a friend.4=At boarding school.5=With a nonrelated adult guardian(s).6=By [himself/herself/himself or herself].7=Other . | Household compositions |  |  |  | Added. Revised from source | Who does [CFNAME] live with most of the time when not living with you? 1. With another parent 2. With another adult relative 3. With a friend 4. At a boarding school 5.Other (Specify) | Reworded for simplicity. Specify box added for respondent to provide more information |
| 5010300 | New |  | Screener | Modified from IVFT | 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 | 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" | Unchanged from OFT1 | 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 |  |
| 5010411 | ECLS-K:2011 | 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 | 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. | \*\*\*Unchanged from OFT1 | Please check the spelling of your full name.First name:[FNAME].Middle name:[MNAME]. Last name: [LNAME]}. Suffix: [SUFFIX].. If your name is not spelled right, please fix it below. If everything is spelled right, press Next to continue. First name |  |
| 5010412 | ECLS-K:2011 | 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 | 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. | \*\*\*Unchanged from OFT1 | Please check the spelling of your full name.First name:[FNAME].Middle name:[MNAME]. Last name: [LNAME]}. Suffix: [SUFFIX].. If your name is not spelled right, please fix it below. If everything is spelled right, press Next to continue. Middle name |  |
| 5010413 | ECLS-K:2011 | 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 | 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. | \*\*\*Unchanged from OFT1 | Please check the spelling of your full name.First name:[FNAME].Middle name:[MNAME]. Last name: [LNAME]}. Suffix: [SUFFIX].. If your name is not spelled right, please fix it below. If everything is spelled right, press Next to continue. Last name |  |
| 5010414 | ECLS-K:2011 | 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 | 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. | \*\*\*Unchanged from OFT1 | Please check the spelling of your full name.First name:[FNAME].Middle name:[MNAME]. Last name: [LNAME]}. Suffix: [SUFFIX].. If your name is not spelled right, please fix it below. If everything is spelled right, press Next to continue. Suffix |  |
| 5010421 | New Item |  | Screener | Unchanged from IVFT | Please enter your full name.First name. |  | \*\*\*Unchanged from OFT1 | Please enter your full name. First name |  |
| 5010422 | New Item |  | Screener | Unchanged from IVFT | Please enter your full name.Middle name. |  | \*\*\*Unchanged from OFT1 | Please enter your full name. Middle name |  |
| 5010423 | New Item |  | Screener | Unchanged from IVFT | Please enter your full name.Last name. |  | \*\*\*Unchanged from OFT1 | 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. | \*\*\*Unchanged from OFT1 | Please enter your full name. Suffix |  |
| 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 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. | Unchanged from OFT1 | 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 2018 to complete this questionnaire? 1. Yes 2. No |  |
| 5010503 | New Item |  | Screener | New for OFT | 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. |  | Unchanged from OFT1 | Great! Please provide the name and contact information of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life. First name. |  |
| 5010504 | New Item |  | Screener | New for OFT | Great! Please provide the name of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life..Middle name. |  | Unchanged from OFT1 | Great! Please provide the name and contact information of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life. Middle name. |  |
| 5010505 | New Item |  | Screener | New for OFT | Great! Please provide the name of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life..Last name. |  | Unchanged from OFT1 | Great! Please provide the name and contact information of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life. Last name. |  |
| 5010506 | New Item |  | Screener | New for OFT | Great! Please provide the name of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life..Suffix. |  | Unchanged from OFT1 | Great! Please provide the name and contact information of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life. Suffix. |  |
| 5010507 | New Item |  | Screener |  |  |  | Added | Great! Please provide the name and contact information of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life. Phone Number. | Fields for Email and Phone Number added to ensure we have correct contact information for new individual. |
| 5010508 | New Item |  | Screener |  |  |  | Added | Great! Please provide the name and contact information of the person living in this household who knows the most about {CFNAME}'s development, schooling, and home life.. Email. | Fields for Email and Phone Number added to ensure we have correct contact information for new individual. |
| 5010502 | New Item |  | Screener | Modified from IVFT | Great! Please select Next to be taken back to the introductory page of this questionnaire and ask him or her to begin from there. If that person cannot complete the questionnaire right now, please select Log out so he or she can log back in at a later time. Thank you very much!...1. Next2. Log out | Modified sentence to indicate the circumstances under which to use this option. | Unchanged from OFT1 | If {NAME FROM A030A] 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! 1. Next 2. Log out |  |
| 5010601 | New Item |  | Screener | 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. | \*\*\*Unchanged from OFT1 | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} {FILL: and knows about {CFNAME’s} development, schooling, and home life}. Please enter the name and contact information for this person below and a team member will be in touch soon. First name |  |
| 5010602 | New Item |  | Screener | 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. | \*\*\*Unchanged from OFT1 | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} {FILL: and knows about {CFNAME’s} development, schooling, and home life}. Please enter the name and contact information for this person below and a team member will be in touch soon. Last name |  |
| 5010603 | New Item |  | Screener | 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. | \*\*\*Unchanged from OFT1 | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} {FILL: and knows about {CFNAME’s} development, schooling, and home life}. Please enter the name and contact information for this person below and a team member will be in touch soon. Phone number |  |
| 5010604 | New Item |  | Screener | 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. | \*\*\*Unchanged from OFT1 | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} {FILL: and knows about {CFNAME’s} development, schooling, and home life}. Please enter the name and contact information for this person below and a team member will be in touch soon. Email |  |
| 5010605 | New Item |  | Screener | 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. |  | \*\*\*Unchanged from OFT1 | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} {FILL: and knows about {CFNAME’s} development, schooling, and home life}. Please enter the name and contact information for this person below and a team member will be in touch soon. Middle name |  |
| 5010606 | New Item |  | Screener | 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. |  | \*\*\*Unchanged from OFT1 | The MGLS:2017 team would like to contact a parent, guardian, or person who lives with {CFNAME} {FILL: and knows about {CFNAME’s} development, schooling, and home life}. Please enter the name and contact information for this person below and a team member will be in touch soon. Suffix |  |
| 5010701 | ECLS-K:2011 | 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 | Modified from IVFT | Please check the spelling of {CFNAME}'s full name.. . First name:[CFNAME].Middle name: [CMNAME]. Last name:[CLNAME]. Suffix: [CSUFFIX]..If the [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. | \*\*\*Unchanged from OFT1 | 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. |  |
| 5010702 | ECLS-K:2011 | 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 | Modified from IVFT | Please check the spelling of {CFNAME}'s full name.. . First name:[CFNAME].Middle name: [CMNAME]. Last name:[CLNAME]. Suffix: [CSUFFIX]..If the [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. | \*\*\*Unchanged from OFT1 | 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. |  |
| 5010703 | ECLS-K:2011 | 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 | Modified from IVFT | Please check the spelling of {CFNAME}'s full name.. . First name:[CFNAME].Middle name: [CMNAME]. Last name:[CLNAME]. Suffix: [CSUFFIX]..If the [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. | \*\*\*Unchanged from OFT1 | 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. |  |
| 5010704 | New Item |  | 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 the [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. | \*\*\*Unchanged from OFT1 | 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. |  |
| 5010800 | ECLS-K:2011 (Parent, K; INQ060a) | What is {CFNAME}'s sex?.1. Male .2. Female | Screener | Unchanged from IVFT | What is {CFNAME}'s sex?.1. Male.2. Female |  | \*\*\*Unchanged from OFT1 | 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 | Unchanged from IVFT | What is {CFNAME}'s date of birth?.Month |  | \*\*\*Unchanged from OFT1 | 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 | Unchanged from IVFT | What is {CFNAME}'s date of birth?.Day |  | \*\*\*Unchanged from OFT1 | 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 | Unchanged from IVFT | What is {CFNAME}'s date of birth?.Year |  | \*\*\*Revised | What is {CFNAME}'s date of birth?. Year | Response options (year range) expanded to include more students. |
| 5010905 | New Item |  | Screener | New for OFT | Just to confirm, is {CFNAME} {AGE\_IN\_YEARS} years old?.1. Yes 2. No |  | \*\*\*Unchanged from OFT1 | Just to confirm, is {CFNAME} {AGE\_IN\_YEARS} years old?. 1. Yes 2. No |  |
| 5010904 | New Item |  | Screener | New for OFT | How old is {CFNAME}?.7-15 years old | Asked if date of birth is left blank | \*\*\*Revised | How old is {CFNAME}?. 7-18 years old | Response options (age range) expanded to include more students. |
| 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 IVFT | Please check that the current home address for {CFNAME} is right.. . Street address 1: [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 Address 1. | Revised the sentence structure of the bracketed sentence because it was very advanced. | Revised | Please check that the current home address for {CFNAME} is right. Street address 1: [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 to continue. Street Address 1 | Phrase "press Next to continue" added to keep consistency with similar previous questions |
| 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 IVFT | Please check that the current home address for {CFNAME} is right.. . Street address 1: [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 Address 2. | Revised the sentence structure of the bracketed sentence because it was very advanced. | Revised | Please check that the current home address for {CFNAME} is right. Street address 1: [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 to continue. Street Address 2. | Phrase "press Next to continue" added to keep consistency with similar previous questions |
| 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 IVFT | Please check that the current home address for {CFNAME} is right.. . Street address 1: [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. | Revised | Please check that the current home address for {CFNAME} is right. Street address 1: [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 to continue. City. | Phrase "press Next to continue" added to keep consistency with similar previous questions |
| 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 IVFT | Please check that the current home address for {CFNAME} is right.. . Street address 1: [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. | Revised | Please check that the current home address for {CFNAME} is right. Street address 1: [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 to continue. State. | Phrase "press Next to continue" added to keep consistency with similar previous questions |
| 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 IVFT | Please check that the current home address for {CFNAME} is right.. . Street address 1: [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. | Revised | Please check that the current home address for {CFNAME} is right. Street address 1: [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 to continue. Zip Code. | Phrase "press Next to continue" added to keep consistency with similar previous questions |
| 5010011 | HSLS:09 First Follow-up Parent Survey | 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.Home phone:. | Revised to collect two street address lines. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. Primary phone: |  |
| 5010012 | HSLS:09 First Follow-up Parent Survey | 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:. | Revised to collect two street address lines. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. Alternate phone (if available): |  |
| 5010013 | HSLS:09 First Follow-up Parent Survey | 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. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. Primary email: |  |
| 5010014 | HSLS:09 First Follow-up Parent Survey | 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:. | Revised to collect two street address lines. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. Alternate email (if available): |  |
| 5010015 | HSLS:09 First Follow-up Parent Survey | 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. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. Street address 1: |  |
| 5010016 | HSLS:09 First Follow-up Parent Survey | 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. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. Street address 2: |  |
| 5010017 | HSLS:09 First Follow-up Parent Survey | 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. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. Zip code: |  |
| 5010018 | HSLS:09 First Follow-up Parent Survey | 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. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. City: |  |
| 5010019 | HSLS:09 First Follow-up Parent Survey | 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. | Unchanged from OFT1 | Please provide up-to-date contact information for yourself. State: |  |
| 5021000 | New Item |  | Household compositions | Modified from IVFT | Now, we have a few questions about you and the other members of your household. We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..In addition to you and {CFNAME}, does anyone else live in the household?.1. Yes 2. No | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Now, we have a few questions about you and the other members of your household. We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. In addition to you and {CFNAME}, does anyone else live in the household? 1. Yes 2. No |  |
| 5020202 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..First name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. First name |  |
| 5020302 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Last name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. Last name |  |
| 5020402 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Suffix | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. Suffix |  |
| 5020201 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..First name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. First name |  |
| 5020301 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Last name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. Last name |  |
| 5020401 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Suffix | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. Suffix |  |
| 5020203 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..First name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. First name |  |
| 5020303 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Last name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. Last name |  |
| 5020403 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Suffix | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. Suffix |  |
| 5020204 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..First name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. First name |  |
| 5020304 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Last name | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else.. Last name |  |
| 5020404 | New Item |  | Household compositions | Modified from IVFT | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else..Suffix | Wording adjusted for programming. | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else.. Suffix |  |
| 5020503 | ECLS-K:2011 (Parent K; FSQ.020) | {How old {are you/is {NAME}}?} {ENTER ZERO IF PERSON'S AGE IS LESS THAN ONE YEAR.}.Enter Text | Household compositions | 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 {HHNAME}'s age?.Age range: 0-99 or older, Don't know | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else. Age range: 0-99 or older, Don't know |  |
| 5020504 | ECLS-K:2011 (Parent K; FSQ.020) | {How old {are you/is {NAME}}?} {ENTER ZERO IF PERSON'S AGE IS LESS THAN ONE YEAR.}.Enter Text | Household compositions | 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 {HHNAME}'s age?.Age range: 0-99 or older, Don't know | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | Who else lives in the household? We are only interested in knowing about people who normally live in your household. Please do not include anyone staying with you temporarily, such as someone visiting the household who usually lives somewhere else.. Age range: 0-99 or older, Don't know |  |
| 5020502 | ECLS-K:2011 (Parent K; FSQ.020) | {How old {are you/is {NAME}}?} {ENTER ZERO IF PERSON'S AGE IS LESS THAN ONE YEAR.}.Enter Text | Household compositions | 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 your age?.Age range: 0-99 or older, Don't know | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | Please tell us a little bit about the members of your household. Please answer the following questions about [NAME FROM B005B]. What is [your/{HHNAME}'s age?. Age range: 0-99 or older, Don't know |  |
| 5021002 | 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 | 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 your 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.14. Focus child. | Created separate response options for other relative and non-relative for more specific reporting. Text revised to accommodate conditional fills.. | \*\*\*Unchanged from OFT1 | Please tell us a little bit about the members of your household. Please answer the following questions about[NAME FROM B005B]. 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.14. Focus child. |  |
| 5021003 | 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. Grandfather.9. Aunt.10. Uncle.11. Cousin.12. Other relative.13. Other non-relative | Household compositions | 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 {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.14. Focus child. | Created separate response options for other relative and non-relative for more specific reporting. Text revised to accommodate conditional fills.. | \*\*\*Unchanged from OFT1 | For the remaining household member(s), provide the relationship to {CFNAME} and sex. If you are not sure of something, your best guess is fine. Please answer the following questions about [NAME FROM B005B]. 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.14. Focus child. |  |
| 5021004 | 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. Grandfather.9. Aunt.10. Uncle.11. Cousin.12. Other relative.13. Other non-relative | Household compositions | 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 {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.14. Focus child. | Created separate response options for other relative and non-relative for more specific reporting. Text revised to accommodate conditional fills.. | \*\*\*Unchanged from OFT1 | Please answer the following questions about [HH4 NAME]. If you are not sure of something, your best guess is fine. What is {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.14. Focus child. |  |
| 5021102 | ECLS-K:2011 (Parent K; FSQ.140/150/160/170/180) | {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 | 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 of [CFNAME]'s parent's partner.6. Other relative of [CFNAME]'s parent's partner (please specify).7. Other non-relative (please specify). |  | \*\*\*Unchanged from OFT1 | Please tell us a little bit about the members of your household. Please answer the following questions about [HH2 NAME] (yourself). 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 legal 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 legal 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 legal guardian.4. Male legal guardian.5. Daughter/son of [CFNAME]'s parent's partner.6. Other relative of [CFNAME]'s parent's partner (please specify).7. Other non-relative (please specify). |  |
| 5021103 | ECLS-K:2011 (Parent K; FSQ.140/150/160/170/180) | {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 | 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. 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.14. Focus child. |  | \*\*\*Unchanged from OFT1 | For the remaining household member(s), provide the relationship to {CFNAME} and sex. If you are not sure of something, your best guess is fine. Please answer the following questions about [NAME FROM B005B]. Which of the following best describes this relationship with [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.14. Focus child. |  |
| 5021104 | ECLS-K:2011 (Parent K; FSQ.140/150/160/170/180) | {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 | 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. 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.14. Focus child. |  | \*\*\*Unchanged from OFT1 | Please answer the following questions about [HH4 NAME]. If you are not sure of something, your best guess is fine. Which of the following best describes this relationship with [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.14. Focus child. |  |
| 5020602 | 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 | 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 your sex?.1. Male.2. Female. | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | Please tell us a little bit about the members of your household. Please answer the following questions about [NAME FROM B005B]. What is [your/{HHNAME}'s sex?. 1. Male.2. Female. |  |
| 5020601 | 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 | 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 {CFNAME}'s sex?.1. Male.2. Female. | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | Please tell us a little bit about the members of your household. Please answer the following questions about [NAME FROM B005B]. What is {CFNAME}'s sex?. 1. Male.2. Female. |  |
| 5020603 | 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 | 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 {HHNAME}'s sex?.1. Male.2. Female. | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | For the remaining household member(s), provide the relationship to {CFNAME} and sex. Please answer the following questions about [NAME FROM B005B].  What is {HHNAME}'s sex?. 1. Male.2. Female. |  |
| 5020604 | 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 | 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 {HHNAME}'s sex?.1. Male.2. Female. | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | For the remaining household member(s), provide the relationship to {CFNAME} and sex. If you are not sure of something, your best guess is fine. Please answer the following questions about [HH4 NAME]. What is {HHNAME}'s sex?. 1. Male.2. Female. |  |
| 5020001 | New Item |  | Household compositions | Unchanged from IVFT | Who is a parent, guardian, or primary caregiver for [CFNAME]?.List of household members 16 years or older |  | \*\*\*Revised | Who is the primary caregiver (provides the most care) for [CFNAME]? List of household members 16 years or older | Revised question text to make it general and determine the primary caregiver. |
| 5020011 | New Item |  | Household compositions | Unchanged from IVFT | Is [HH#FNAME HH#LNAME with B02H = 1] married to someone in the household?.1. Yes 2. No |  | \*\*\*Unchanged from OFT1 | [Are you/Is HH#FNAME HH#LNAME] married to someone in the household? 1. Yes 2. No |  |
| 5020021 | New Item |  | Household compositions | Unchanged from IVFT | Who is [HH#FNAME HH#LNAME with B02H = 1] married to?.List of household members 16 years or older; None of the above |  | \*\*\*Revised | Here is a list of household members who are 16 years old or older. From this list, please pick the person {you are/{HH#FNAME HH#LNAME}} is married to. List of household members 16 years or older | Revised question to acknowledge criteria by which list was created, and avoid any misunderstanding about who the government thinks can/should be married. |
| 5020031 | New Item |  | Household compositions | 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 |  | \*\*\*Unchanged from OFT1 | [Is [HH#FNAME HH#LNAME HH#SUFFIX] in a domestic partnership or civil union with someone in the household? 1. Yes 2. No |  |
| 5020041 | New Item |  | Household compositions | Unchanged from IVFT | Who is [HH#FNAME HH#LNAME with B02H = 5] in a domestic partnership or civil union with?.List of household members 16 years or older; None of the above |  | \*\*\*Revised | Here is a list of household members who are 16 years old or older. From this list, please pick the person {HH#FNAME HH#LNAME HH#SUFFIX} is in a domestic partnership or civil union with. List of household members 16 years or older; None of the above | Revised question to acknowledge criteria by which list was created, and avoid any misunderstanding about who the government thinks can/should be married. |
| 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. |  | \*\*\*Revised | Now we would like to know about the educational background of {CFNAME}'s family. What is the highest level of education {you have/[HH#NAME IDP1] has} completed? 1. 8th grade or lower. 2. 9th to 11th grade. 3. 12th grade but no diploma. 4. High school diploma or equivalent (for example: GED). 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 (for example: AA, AS). 9. Bachelor's degree (for example: BA, BS). 10. Graduate or professional school but no degree. 11. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA). 12. Doctorate degree (for example: Ph.D, Ed.D). 13. Professional degree after bachelor's degree beyond a bachelor’s degree (for example: MD, DDS, DVM, JD) 14. Do not know. | Added language re: GED and examples for othersfor clarity and to make consistent with other adult surveys |
| 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. |  | \*\*\*Revised | What is the highest level of education {[HH#NAME IDP1]/[HH#NAME IDP2]} has completed? 1. 8th grade or lower. 2. 9th to 11th grade. 3. 12th grade but no diploma. 4. High school diploma or equivalent (for example: GED). 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 (for example: AA, AS). 9. Bachelor's degree (for example: BA, BS). 10. Graduate or professional school but no degree. 11. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA). 12. Doctorate degree (for example: Ph.D, Ed.D). 13. Professional degree beyond a bachelor’s degree (for example: MD, DDS, DVM, JD) 14. Do not know. | Added language re: GED and examples for othersfor clarity and to make consistent with other adult surveys |
| 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. |  | \*\*\*Revised | 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 (for example: GED). 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 (for example: AA, AS). 9. Bachelor's degree (for example: BA, BS). 10. Graduate or professional school but no degree. 11. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA). 12. Doctorate degree (for example: Ph.D, Ed.D). 13. Professional degree after Professional degree beyond a bachelor’s degree (for example: MD, DDS, DVM, JD) 14. Do not know. | Added language re: GED and examples for othersfor clarity and to make consistent with other adult surveys |
| 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. |  | \*\*\*Revised | 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 (for example: GED). 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 (for example: AA, AS). 9. Bachelor's degree (for example: BA, BS). 10. Graduate or professional school but no degree. 11. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA). 12. Doctorate degree (for example: Ph.D, Ed.D). 13. Professional degree after Professional degree beyond a bachelor’s degree (for example: MD, DDS, DVM, JD) 14. Do not know. | Added language re: GED and examples for othersfor clarity and to make consistent with other adult surveys |
| 5021402 | 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.. | Household compositions | 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..During the past week did you work at a job for pay?.1. Yes.2. No | Text revised to accommodate conditional fill | \*\*\*Revised | Please tell us a little bit about the members of your household. During the past week did {you/HH#NAME IDP1} work at a job for pay? 1. Yes.2. No |  |
| 5021403 | 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 | Household compositions | 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..During the past week did {HHNAME} work at a job for pay?.1. Yes.2. No | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | During the past week did {HH#NAME IDP1/HH#NAME IDP2} work at a job for pay?. 1. Yes.2. No |  |
| 5020802 | 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 PACIFIC ISLANDER .5 WHITE | Household compositions | 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 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. | Text revised to accommodate conditional fill | \*\*\*Unchanged from OFT1 | Now we want to learn about the race and ethnicity of your household members. Which of the following choices describes [your/IDP1's/IDP2'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. |  |
| 5021702 | 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 | 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 you?.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.. | Unchanged from OFT1 | Which of the following best describes your/IDP1's Asian heritage? 1. Asian Indian.2. Chinese.3. Filipino.4. Japanese.5. Korean.6. Vietnamese.7. Other (please specify). |  |
| 5020702 | ECLS-K:2011 (Parent K; FSQ.190) | {Are you/Is {NAME}} Hispanic or Latino?}.1 YES.2 NO | Household compositions | 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..Are you 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 | \*\*\*Revised | [Are you/Is IDP1/Is IDP2] of Hispanic or Latino origin? 1. Yes, .2. No. | Changed to make consistent with Census approach |
| 5020902 | 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, Argentine, or Peruvian.7. Other Hispanic or Latino or Latina | Household compositions | 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 you?.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.. | Unchanged from OFT1 | Which of the following best describes your/IDP1's/IDP2's Hispanic or Latino heritage? 1. Mexican, Mexican-American, or Chicano.2. Cuban.3. Dominican.4. Puerto Rican.5. Central American.6. South American.7. Other (please specify) | Eliminated Latina for more correct usage. |
| 5020803 | 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 PACIFIC ISLANDER .5 WHITE | Household compositions | 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 {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 | \*\*\*Unchanged from OFT1 | Which of the following choices describes {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. |  |
| 5021703 | 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, Argentine, or Peruvian.7. Other Hispanic or Latino or Latina | Household compositions | 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 {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.. | Unchanged from OFT1 | Which of the following best describes {HHNAME}'s Asian heritage? 1. Asian Indian.2. Chinese.3. Filipino.4. Japanese.5. Korean.6. Vietnamese.7. Other (please specify). |  |
| 5020703 | ECLS-K:2011 (Parent K; FSQ.190) | {Are you/Is {NAME}} Hispanic or Latino?}.1 YES.2 NO | Household compositions | 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 {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 | \*\*\*\*Revised | Is {HHNAME} of Hispanic or Latino origin? 1. Yes, .2. No | Changed to make consistent with Census approach |
| 5020903 | 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, Argentine, or Peruvian.7. Other Hispanic or Latino or Latina | Household compositions | 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 {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.. | Unchanged from OFT1 | Which of the following best describes {HHNAME}'s Hispanic or Latino heritage? 1. Mexican, Mexican-American, or Chicano.2. Cuban.3. Dominican.4. Puerto Rican.5. Central American.6. South American.7. Other (please specify) | Eliminated Latina for more correct usage |
| 5020801 | 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 PACIFIC ISLANDER .5 WHITE | Household compositions | 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 {CFNAME}'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 | \*\*\*Unchanged from OFT1 | Which of the following choices describes {CFNAME}'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. |  |
| 5021701 | 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, Argentine, or Peruvian.7. Other Hispanic or Latino or Latina | Household compositions | 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. 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.. | Unchanged from OFT1 | Which of the following best describes {CFNAME}'s Asian heritage? 1. Asian Indian.2. Chinese.3. Filipino.4. Japanese.5. Korean.6. Vietnamese.7. Other (please specify). |  |
| 5020701 | ECLS-K:2011 (Parent K; FSQ.190) | {Are you/Is {NAME}} Hispanic or Latino?}.1 YES.2 NO | Household compositions | 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 {CFNAME} 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 | \*\*\*Revised | Is {CFNAME} of Hispanic or Latino origin? 1. Yes .2. No | Changed to make consistent with Census approach |
| 5020901 | 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, Argentine, or Peruvian.7. Other Hispanic or Latino or Latina | Household compositions | 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) | Question revised to allow for respondents who identify as both Asian and Hispanic. .Text revised to accommodate conditional fill.. | Unchanged from OFT1 | Which of the following best describes this {CFNAME}'s Hispanic or Latino heritage? 1. Mexican, Mexican-American, or Chicano.2. Cuban.3. Dominican.4. Puerto Rican.5. Central American.6. South American.7. Other (please specify) | Eliminated Latina as more correct usage |
| 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 | Thank you for telling us about each member of your household. Now we have some questions about the household as a whole. First, we would like to know about languages used in your home..Is English the primary language used in your home?.1. Yes.2. No |  | \*\*\*Revised | Next we would like to know about languages used in your home. Is English the primary language used in your home? 1. Yes. 2. No | Revised introductory text to reflect updated flow of survey. |
| 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 language other than English used in your home?.1. Yes.2. No | Revised text for clarity. | \*\*\*Unchanged from OFT1 | Is any language other than English used in your home? 1. Yes. 2. No |  |
| 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...Arabic |  | \*\*\*Unchanged from OFT1 | 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) | 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...Chinese language/dialect |  | \*\*\*Unchanged from OFT1 | 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...Farsi |  | \*\*\*Unchanged from OFT1 | 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...Filipino language |  | \*\*\*Unchanged from OFT1 | 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...French |  | \*\*\*Unchanged from OFT1 | 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...German |  | \*\*\*Unchanged from OFT1 | 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...Greek |  | \*\*\*Unchanged from OFT1 | 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...Hmong |  | \*\*\*Unchanged from OFT1 | 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...Italian |  | \*\*\*Unchanged from OFT1 | 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...Japanese |  | \*\*\*Unchanged from OFT1 | 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...Korean |  | \*\*\*Unchanged from OFT1 | 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...Polish |  | \*\*\*Unchanged from OFT1 | 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...Portuguese |  | \*\*\*Unchanged from OFT1 | 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...Sign Language |  | \*\*\*Unchanged from OFT1 | 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...Spanish |  | \*\*\*Unchanged from OFT1 | 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...Vietnamese |  | \*\*\*Unchanged from OFT1 | 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...Some other language |  | \*\*\*Unchanged from OFT1 | 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 |  |
| 5032218 | 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...Specify |  | \*\*\*Unchanged from OFT1 | 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 (Other Specify) |  |
| 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..Arabic |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Arabic |  |
| 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..Chinese language/dialect |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Chinese language/dialect |  |
| 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..English |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. English |  |
| 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..Farsi |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Farsi |  |
| 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..Filipino language |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Filipino language |  |
| 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..French |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. French |  |
| 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..German |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. German |  |
| 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..Greek |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Greek |  |
| 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..Hmong |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Hmong |  |
| 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..Italian |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Italian |  |
| 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..Japanese |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Japanese |  |
| 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..Korean |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Korean |  |
| 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..Polish |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Polish |  |
| 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..Portuguese |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Portuguese |  |
| 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..Sign Language |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Sign Language |  |
| 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..Spanish |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Spanish |  |
| 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..Vietnamese |  | \*\*\*Unchanged from OFT1 | Please select the language(s) that are used in your home from the alphabetical list below. You may select more than one. Vietnamese |  |
| 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..Some other language |  | \*\*\*Unchanged from OFT1 | Please select the language(s) 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 PORTUGUESE . 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? Select all that apply..a. Arabic .b. Chinese language/dialect .c. Farsi .d. Filipino language . e. French . f. German .g. Greek . h. Hmong .i. Italian . j. Japanese .k. Korean. l. Polish . m. Portuguese . n. Sign Language . o. Spanish . p. Vietnamese . q. Some other language. | Revised "Select all that apply" to "Select one only" since the question asks about the "primary" language. | \*\*\*Revised | What is the primary language used in your home? Select one only. a. Arabic b. Chinese language/dialect c. English d. Farsi e. Filipino language f. French g. German h. Greek i. Hmong j. Italian k. Japanese l. Korean m. Polish n. Portuguese o. Sign Language p. Spanish q. Vietnamese r. Some other language. (Specify) s. More than one language used equally. | Revised response options by adding English as an option in case respondents made a mistake in saying English is not their primary language. |
| 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 | 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. | 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. | Revised | Great! We really appreciate you taking the time to answer all of our questions about your household. The study doesn't happen without you. Let's keep moving along. Thinking about the current school year, how much do you agree or disagree with each of the following statements? In our household… We make it our 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. | Edited to reflect actions of the household rather than the individual respondent |
| 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 | 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. | 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. | Revised | Great! We really appreciate you taking the time to answer all of our questions about your household. The study doesn't happen without you. Let's keep moving along. Thinking about the current school year, how much do you agree or disagree with each of the following statements? In our household… We like to spend time at {CFNAME}'s school when we can. 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree. | Edited to reflect actions of the household rather than the individual respondent |
| 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 | 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 teachers know about things that concern {CFNAME}..1. Strongly Disagree.2. Disagree.3. Slightly Disagree.4. Slightly Agree.5. Agree.6. Strongly Agree. | 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. | Revised | Great! We really appreciate you taking the time to answer all of our questions about your household. The study doesn't happen without you. Let's keep moving along. Thinking about the current school year, how much do you agree or disagree with each of the following statements? In our household…It's important to us that we 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. | Edited to reflect actions of the household rather than the individual respondent |
| 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 | 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 teachers..1. Strongly Disagree.2. Disagree.3. Slightly Disagree.4. Slightly Agree.5. Agree.6. Strongly Agree. | 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. | Revised | Great! We really appreciate you taking the time to answer all of our questions about your household. The study doesn't happen without you. Let's keep moving along. Thinking about the current school year, how much do you agree or disagree with each of the following statements? In our household… We 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. | Edited to reflect actions of the household rather than the individual respondent |
| 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 | 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 teachers know me..1. Strongly Disagree.2. Disagree.3. Slightly Disagree.4. Slightly Agree.5. Agree.6. Strongly Agree. | 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. | Revised | Great! We really appreciate you taking the time to answer all of our questions about your household. The study doesn't happen without you. Let's keep moving along. Thinking about the current school year, how much do you agree or disagree with each of the following statements?  {CFNAME}'s teachers know us. 1. Strongly agree 2. Agree 3. Slightly agree 4. Slightly disagree 5. Disagree 6. Strongly disagree. | Edited to reflect actions of the household rather than the individual respondent |
| 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 | Modified from source | 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. | Unchanged from OFT1 | During this school year, how often have you or someone else in your household done the following? Contacted {CFNAME}'s teachers with questions about schoolwork. 1. Never 2. Once or twice 3. Once a month 4. Once every two weeks 5. Once a week 6. Daily |  |
| 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 | Modified from source | 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. | Unchanged from OFT1 | During this school year, how often have you or someone else in your household done the following? Exchanged phone calls or notes with {CFNAME}'s teachers for questions not related to schoolwork. 1. Never 2. Once or twice 3. Once a month 4. Once every two weeks 5. Once a week 6. Daily |  |
| 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 | 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. | Modified introductory text to broaden to someone else in household. | Revised | Now we would like to know how often you or someone in your household talked with any staff at {CFNAME}'s school.  How many times this school year did you or someone in your household talk with any staff at school about.{CFNAME}'s school schedule for this year? 1. Never 2. Once or twice 3. Three or four times 4. More than four times. | Revised wording for clarity. 'None' option changed to 'never' |
| 5050302 | 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} 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 | 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. | Modified introductory text to broaden to someone else in household. | Revised | Now we would like to know how often you or someone in your household talked with any staff at {CFNAME}'s school.  How many times this school year did you or someone in your household talk with any staff at school about.{CFNAME} missing too many days of school? 1. Never 2. Once or twice 3. Three or four times 4. More than four times. | Revised wording for clarity. 'None' option changed to 'never' |
| 5050303 | 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 positive or good behavior in school?..1. None.2. once or twice.3. three or four times.4. more than four times | Parent involvement | 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. | Modified introductory text to broaden to someone else in household. | Revised | Now we would like to know how often you or someone in your household talked with any staff at {CFNAME}'s school.. How many times this school year did you or someone in your household talk with any staff at school about.{CFNAME}'s positive or good behavior in school? 1. Never 2. Once or twice 3. Three or four times 4. More than four times. | Revised wording for clarity. 'None' option changed to 'never' |
| 5050304 | 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?. .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 | 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. | Modified introductory text to broaden to someone else in household. | Revised | Now we would like to know how often you or someone in your household talked with any staff at {CFNAME}'s school.  How many times this school year did you or someone in your household talk with any staff at school about.how to help {CFNAME} at home with specific skills or homework? 1. Never 2. Once or twice 3. Three or four times 4. More than four times. | Revised wording for clarity. 'None' option changed to 'never' |
| 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 | 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. | Modified introductory text to broaden to someone else in household. | Revised | Now we would like to know how often you or someone in your household talked with any staff at {CFNAME}'s school.  How many times this school year did you or someone in your household talk with any staff at school about {CFNAME}'s plans after leaving high school? 1. Never 2. Once or twice 3. Three or four times 4. More than four times. | Revised wording for clarity. 'None' option changed to 'never' |
| 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 | 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. | 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? | Revised | Now we would like to know how often you or someone in your household talked with any staff at {CFNAME}'s school.  How many times this school year did you or someone in your household talk with any staff at school about {CFNAME}'s course selection for entry into college, vocational, or technical school after completing high school? 1. Never 2. Once or twice 3. Three or four times 4. More than four times. | Revised wording for clarity. 'None' option changed to 'never' |
| 5050321 | Adapted from ECLS-K:2011 | For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year. The school lets you know between report cards how {CHILD} is doing in school..Would you say {CHILD}'s school...1 Does this very well.2 Just OK.3 Doesn't do this at all? .REFUSED .DON'T KNOW.. | Parent involvement | Unchanged from source | .. |  | Added | For each of the following statements, please tell me how well {CFNAME}'s school has done with each activity during this school year. The school lets you know between report cards how {CFNAME} is doing in school. 1. Does this very well 2. Does this OK 3. Doesn’t do this at all. | Added to capture school efforts to promote parent involvement |
| 5050322 | Adapted from ECLS-K:2011 | [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school helps you understand what children at {CHILD}'s age are like. .Would you say {CHILD}'s school...1 Does this very well.2 Just OK.3 Doesn't do this at all? .REFUSED .DON'T KNOW.. | Parent involvement | Unchanged from source | .. |  | Added | For each of the following statements, please tell me how well {CFNAME}'s school has done with each activity during this school year. The school helps you understand what children at {CFNAME}'s age are like. 1. Does this very well 2. Does this OK 3. Doesn’t do this at all. | Added to capture school efforts to promote parent involvement |
| 5050323 | Adapted from ECLS-K:2011 | [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides workshops, materials, or advice about how to help {CHILD} learn.at home. .Would you say {CHILD}'s school...1 Does this very well.2 Just OK.3 Doesn't do this at all? .REFUSED .DON'T KNOW.. | Parent involvement | Unchanged from source | .. |  | Added | For each of the following statements, please tell me how well {CFNAME}'s school has done with each activity during this school year. The school provides workshops, materials, or advice about how to help {CFNAME} learn at home. 1. Does this very well 2. Does this OK 3. Doesn’t do this at all. | Added to capture school efforts to promote parent involvement |
| 5050324 | Adapted from ECLS-K:2011 | [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides information on community services to help {CHILD} or your family. .Would you say {CHILD}'s school...1 Does this very well.2 Just OK.3 Doesn't do this at all? .REFUSED .DON'T KNOW.. | Parent involvement | Unchanged from source | .. |  | Added | For each of the following statements, please tell me how well {CFNAME}'s school has done with each activity during this school year. The school provides information on community services to help {CFNAME} or your family. 1. Does this very well 2. Does this OK 3. Doesn’t do this at all. | Added to capture school efforts to promote parent involvement |
| 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 | Modified from source | The next questions are about disciplinary actions {CFNAME}'s school may have taken..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; Don't know] |  | Unchanged from OFT1 | The next questions are about disciplinary actions {CFNAME}'s school may have taken. Since starting kindergarten, how many times has {CFNAME} been suspended or expelled from school? Do not count detentions. 1. Please select the number of times. [DROP DOWN: 0- 10 or more; Don't know] |  |
| 5050501 | New Item |  | Parent involvement | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Repeated violation of the school rules.1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Repeated violation of the school rules. |  |
| 5050502 | New Item |  | Parent involvement | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Use of profanity (swearing).1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Use of profanity (swearing). |  |
| 5050503 | New Item |  | Parent involvement | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Threatening students or teachers.1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Threatening students or teachers. |  |
| 5050504 | New Item |  | Parent involvement | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Defacing or destroying school property.1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Defacing or destroying school property. |  |
| 5050505 | New Item |  | Parent involvement | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Bringing a weapon to school.1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Bringing a weapon to school. |  |
| 5050506 | New Item |  | Parent involvement | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Fighting with another student.1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Fighting with another student |  |
| 5050507 | New Item |  | Parent involvement | New Item | 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 |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Ganging up (with one or more other students) on another student. |  |
| 5050508 | New Item |  | Parent involvement | New Item | 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 |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Threatening to use or making a false report of the use of an explosive device at school. |  |
| 5050509 | New Item |  | Parent involvement | New Item | 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 |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Assaulting a teacher, principal, or other school personnel. |  |
| 5050510 | New Item |  | Parent involvement | New Item | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Other.1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Other |  |
| 5050512 | New Item |  | Parent involvement | New for OFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Other Open Response.OR |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Specify |  |
| 5050511 | New Item |  | Parent involvement | New for OFT | What was the reason for the {(IF E04>1) most recent} suspension or expulsion?.Don't know.1. Yes.2. No |  | Unchanged from OFT1 | What was the reason for the [IF D020>1 INSERT "most recent"] suspension or expulsion? Select all that apply. Don't know |  |
| 5050600 | New Item |  | Parent involvement | New Item | How many days was the {(IF E04>1) most recent} suspension?.Days for most recent suspension.2. Check this box if {CFNAME} was expelled permanently.. | Added "expulsion" to account for that possible response. | Unchanged from OFT1 | How many days was the [IF D020>1 INSERT "most recent"] suspension or expulsion? \_\_ Days for [most recent] suspension or expulsion. 2. Check this box if {CFNAME} was expelled permanently. |  |
| 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 | The next questions are about grade levels your child may have repeated or skipped..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. | 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 | Revised | The next questions are about grade levels {CFNAME} may have repeated or skipped. What grade levels, if any, has {CFNAME} repeated since starting school? 1. Has not repeated any grade levels 2. Kindergarten 3. Grade 1 4. Grade 2 5. Grade 3 6. Grade 4 7. Grade 5 8. Grade 6 | Revised to change "grades" to "grade levels" for consistency with next question. |
| 5050800 | HSLS:09 (Parent, First Follow Up 2012, Section B, Q2) | 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 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.9. 7th grade.10. 8th 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 | Unchanged from OFT1 | What grade levels, if any, has {CFNAME} skipped since starting school? 1. Has not skipped any grade levels. 2. Kindergarten 3. Grade 1 4. Grade 2 5. Grade 3 6. Grade 4 7. Grade 5 8. Grade 6 |  |
| 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 | The following questions are about programs {CFNAME} may participate in at school..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 OFT1 | The following questions are about programs {CFNAME} may participate in at school. 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 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 | Unchanged from OFT1 | Is {CFNAME} 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 |  |
| 5051100 | ECLS-K (Parent, Grade 8, WPQ. 170) | Does {CFNAME} receive free or reduced price lunches at school? ..1. Yes.2. No.3. Don't know | 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 to "meals" to include breakfast as an option. | Revised | Does {CFNAME} receive free or reduced price meals at school? 1. Yes 2. No 3. Don't know | Revised to add don't know option and eliminate hyphen per NCES style guide |
| 5051200 | ECLS-K (Parent, Grade 8, WPQ. 170) | 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 to "meals" to include breakfast as an option. | Revised | Are these meals free or reduced price? 1. Free 2. Reduced price. | Revised to eliminate hyphen per NCES style guide |
| 5051301 | ECLS-K Spring 2013 Parent Survey (HEQ14); 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 together. Built or fixed something such as a vehicle or appliance. Helped [teenager] with a school science fair project. Discussed a program or article about science, technology, engineering, or math. Visited a library. Gone to a play, concert, or other live show. Gone to an art museum or exhibit. Visited a national or state park.. [In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with.{CHILD}?].Visited an art gallery, museum, or historical site?.1=Yes.0=No. | Child's school experiences | New for OFT | .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. | Unchanged from OFT1 | 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 |  |
| 5051302 | ECLS-K Spring 2013 Parent Survey (HEQ14); 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 together. Built or fixed something such as a vehicle or appliance. Helped [teenager] with a school science fair project. Discussed a program or article about science, technology, engineering, or math. Visited a library. Gone to a play, concert, or other live show. Gone to an art museum or exhibit. Visited a national or state park..In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with.{CHILD}?].Visited an art gallery, museum, or historical site?..1=Yes.0=No. | Child's school experiences | New for OFT | During the current school year, how many times did {he/she} 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. | Revised | During the current school year, how many times did {CFNAME} take a field trip focused on science, for example to a science museum or center, a science lab, a planetarium, or a nature center? \_\_\_\_\_\_\_\_\_\_NUMBER OF TIMES | Revised to avoid gender pronoun |
| 5051303 | ECLS-K Spring 2013 Parent Survey (HEQ14); 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 together.Built or fixed something such as a vehicle or appliance.Helped [teenager] with a school science fair project.Discussed a program or article about science, technology, engineering, or math.Visited a library.Gone to a play, concert, or other live show.Gone to an art museum or exhibit.Visited a national or state park.. [In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with.{CHILD}?].Visited an art gallery, museum, or historical site?.1=Yes.0=No. | Child's school experiences | New for OFT | 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. | Unchanged from OFT1 | 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. |  |
| 5051304 | New |  | Child's school experiences |  | .. |  | Added | During the current school year, has {CFNAME} taken a field trip focused on the arts, for example to visit an art museum or center, or to see a live music, dance, or theater performance? 1. Yes 2. No 3. Don't know | Added by recommendation of National Endowment for the Arts |
| 5051305 | New |  | Child's school experiences |  | .. |  | Added | Other than field trips, have you or someone in your household taken {CFNAME} to visit an art museum or center, or to see a live music, dance, or theater performance during the current school year? 1. Yes 2. No 3. Don't know | Added by recommendation of National Endowment for the Arts |
| 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 child | Modified from source | The final section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {his/her} future plans. 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 |  | Revised | This section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {CFNAME}'s future plans. 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 | Revised to avoid gender pronoun |
| 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 child | Modified from source | The final section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {his/her} future plans. 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 |  | Revised | This section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {CFNAME}'s future plans. 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 | Revised to avoid gender pronoun |
| 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 child | Modified from source | The final section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {his/her} future plans. 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 |  | Revised | This section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {CFNAME}'s future plans. Since the start of this school year, how often have you discussed the following with {CFNAME}? Preparing for college entrance exams such as the ACT, SAT, or ASVAB. 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often | Revised to avoid gender pronoun |
| 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 child | Modified from source | The final section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {his/her} future plans. 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 |  | Revised | This section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {CFNAME}'s future plans. 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 | Revised to avoid gender pronoun |
| 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 child | Modified from source | The final section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {his/her} future plans. 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 |  | Revised | This section asks about your expectations for {CFNAME}'s future and conversations you may have had with {CFNAME} about school or {CFNAME}'s future plans. 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 | Revised to avoid gender pronoun |
| 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.5. Will graduate from college.6. Will attend a higher level of school after graduating from college .7. Don't know. | 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. |  | \*\*\*Revised | How far in school do you expect {CFNAME} to go? Would you say you expect {CFNAME} .. 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. You don't know. | Revised to avoid gender pronoun |
| 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 | Thank you for answering all of our questions about {CFNAME}'s educational experiences. Now, we would like to ask you about {CFNAME}'s health..In general, would you say that {CFNAME}'s health is..1. Excellent.2. Very good.3. Good.4. Fair.5. Poor. |  | \*\*\*Revised | Now, we would like to ask you about {CFNAME}'s health. In general, would you say that {CFNAME}'s health is. 1. Excellent 2. Very good 3. Good 4. Fair 5. Poor | Revised to reflect updated flow of survey. |
| 5060200 | New |  | Vision and hearing |  | .. |  | Added | Does {CFNAME} have difficulty seeing objects in the distance, letters on paper, or the board in the classroom? 1. Yes 2. No 3. Don't know | Added by request of NIH |
| 5060210 | New |  | Vision and hearing |  | .. |  | Added | Has {CFNAME}'s vision ever been evaluated by an eye care professional? 1. Yes 2. No 3. Don't know | Added by request of NIH |
| 5060211 | New |  | Vision and hearing |  | .. |  | Added | Has {CFNAME} been prescribed eyeglasses or contact lenses to improve {CFNAME}'s vision? 1. Yes 2. No 3. Don't know | Added by request of NIH |
| 5060212 | New |  | Vision and hearing |  | .. |  | Added | How often does {CFNAME} wear eyeglasses or contact lenses to help {CFNAME}'s see better? 1. Always 2. Most of the time 3. Often 4. Sometimes 5. Rarely 6. Never | Added by request of NIH |
| 5060300 | New |  | 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 OFT1 | Has a doctor, nurse, or other medical professional ever told you that {CFNAME} has had a concussion? 1. Yes.2. No |  |
| 5060400 | New |  | General health | New Item | How many times has {CFNAME} been diagnosed by a doctor, nurse, or other medical professional as having had a concussion?.|\_|\_| Enter Number of Times |  | Unchanged from OFT1 | 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 OFT1 | 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 OFT1 | 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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. | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. Independently taking care of {himself/herself}? |  |
| 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..Has {CFNAME} ever been evaluated by a professional because of an issue with...Paying attention?.1. Yes.2. No |  | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. Paying attention? |  |
| 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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. | \*\*\*Revised | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. Reading, learning, thinking, or solving problems? | Revised wording to add reading per TRP recommendation |
| 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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. | \*\*\*Revised | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. Coordinating or moving {CFNAME}'s whole body, arms, or legs? | Revised for better flow and consistency |
| 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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?" | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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?" | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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 | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. {CFNAME}'s activity level? |  |
| 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 | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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. | \*\*\*Revised | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. {CFNAME}'s emotional or mental health? | Revised to avoid redundancy in wording |
| 5060710 | New item |  | Disability status | New from source | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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 | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. Anxiety or fear? |  |
| 5060709 | New item |  | Disability status | New from source | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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}?" | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. Harming {himself/herself}? |  |
| 5060711 | New item |  | Disability status | New from source | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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 | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with. Over-sensitivity or under-sensitivity to touch, sound, or temperature? |  |
| 5060712 | New item |  | Disability status | New from source | The next set of questions is about professional evaluations {CFNAME} may have had in the past..Has {CFNAME} ever been evaluated by a professional because of an issue with. Communicating or understanding what is said ?.1. Yes.2. No | Added this response option to cover additional possible diagnoses | \*\*\*Revised | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with... Communicating or understanding what is said in the primary language? | Revised wording for clarity |
| 5060714 | New item |  | Disability status | New from source | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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 | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with... Eating too much or eating too little? |  |
| 5060715 | New item |  | Disability status | New from source | The next set of questions is about professional evaluations {CFNAME} may have had in the past..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 | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with... Sleeping too much or sleeping too little? |  |
| 5060713 | New item |  | Disability status | New from source | The next set of questions is about professional evaluations {CFNAME} may have had in the past..Has {CFNAME} ever been evaluated by a professional because of an issue with. Chronic health problem (i.e., asthma, seizure, sickle cell anemia)?.1. Yes.2. No | Added this response option to cover diagnosis of health impairments | \*\*\*Unchanged from OFT1 | The next set of questions is about professional evaluations {CFNAME} may have had in the past. Has {CFNAME} ever been evaluated by a professional because of an issue with... Chronic health problem (i.e., asthma, seizure, sickle cell anemia)? |  |
| 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 | You reported that {CFNAME} was evaluated by a professional because of an issue with the following: .. {TEXT FROM F07A-O}..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. | \*\*\*Revised | You said that {CFNAME} was evaluated by a professional {for TEXT FROM F045A-O}. Did a professional give you a diagnosis or diagnoses of a problem? 1. Yes 2. No | Revised wording for clarity to be asked once |
| 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? 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. | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Learning disability LD -- Reading disability (or dyslexia) | Revised wording for clarity. |
| 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? 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. | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Learning disability LD -- Math disability | Revised wording for clarity. |
| 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? 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) - other.1. Yes.2. No | Item changed to "Learnining disability (LD) - other" to be inclusive of other learning disabilities. | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Learning disability (LD) - other | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses 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) | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Autism Spectrum Disorder (ASD); such as Autistic Disorder/Asperger's Disorder/Pervasive Developmental Disorder (PDD) | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Speech or language disorder | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Intellectual disability (or severe cognitive disability) | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Health impairment (such as seizures, asthma, diabetes) | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses 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) | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses 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). | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Emotional disturbance | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Conduct disorder or oppositional defiant disorder | Revised wording for clarity. |
| 5060923 | New Item |  | Disability status |  | .. |  | \*\*\*Added | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Post-Traumatic Stress Disorder (PTSD) | Added based on OFT1 responses to other/specify field. Revised stem wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Anxiety disorder or phobia. | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Obsessive compulsive disorder (OCD) | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Eating disorder | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Depression | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Bipolar disorder | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Tourette's syndrome | Revised wording for clarity. |
| 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? 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 | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Traumatic brain injury | Revised wording for clarity. |
| 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? 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" | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Diagnosis not yet determined | Revised wording for clarity. |
| 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? If you don't see {CFNAME}'s diagnosis in the list below, please select ""Other"" and type it in the "Please Specify" box.".Other.1. Yes.2. No | Item changed to "Other" | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Other | Revised wording for clarity. |
| 5060924 | 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? If you don't see {CFNAME}'s diagnosis in the list below, please select ""Other"" and type it in the "Please Specify" box.".Other.1. Yes.2. No | Item changed to "Other" | \*\*\*Revised | What was the diagnosis or diagnoses? If you don't see {CFNAME}'s diagnosis or diagnoses in the list below, please select "Other" and type it in the "Please Specify" box. Please specify | Revised wording for clarity. |
| 5061304 | New Item |  | Disability status |  | .. |  | \*\*\*Added | What was {CFNAME}'s first diagnosis? | Added to ask about the first diagnosis instead of each diagnosis to reduce burden |
| 5061305 | New Item |  | Disability status |  | .. |  | \*\*\*Added | What was {CFNAME}'s first diagnosis? Other (Please specify) | Added to ask about the first diagnosis instead of each diagnosis to reduce burden |
| 5061303 | New Item |  | Disability status | New Item | How old was {CFNAME} when {he/she} received the diagnosis or diagnoses? [LIST OF RESPONSES FROM F09].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}?" | \*\*\*Revised | How old was {CFNAME} when diagnosed {with {DIAGNOSIS FROM F055}? Age of diagnosis | Revised to ask about the first diagnosis instead of each diagnosis 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. | Revised | Is {CFNAME} taking any prescription medication for ADD or ADHD? 1. Yes 2. No | Revised to remove "now" to reduce redundancy |
| 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 OFT1 | 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 |  |
| 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} diagnosis?.1. Yes.2. No | Modified to only ask this item once to reduce burden. | Revised | Is {CFNAME} taking any prescription medication for any {other} {diagnosis/diagnoses}? 1. Yes 2. No | Revised to match with change to item 5061303 |
| 5061600 | New Item |  | Support for students with disabilities | New Item | Now we would like to ask about experiences {CFNAME} and your family may have had with a 504 Plan or an Individualized Education Program (IEP)..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 OFT1 | Now we would like to ask about experiences {CFNAME} and your family may have had with a 504 Plan or an Individualized Education Program (IEP). Does {CFNAME} currently have a 504 plan based on section 504 of the Rehabilitation Act that describes accommodations to support {CFNAME}'s 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. |  | \*\*\*Unchanged from OFT1 | 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. |  | \*\*\*Unchanged from OFT1 | 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..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? {CFNAME} no longer needs special education services |  |
| 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} met IEP goals..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? {CFNAME} met IEP goals |  |
| 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} was declassified, school says {he/she} no longer needs services..1. Yes.2. No.3. Don't know. |  | \*\*\*Revised | Why does {CFNAME} no longer have an IEP? School says {CFNAME} does not need services | Revised text for clarity |
| 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} is no longer eligible, doesn't qualify..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? {CFNAME} is no longer eligible, doesn't qualify |  |
| 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?.School doesn't have the programs {CFNAME} needs..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? School doesn't have the programs {CFNAME} needs |  |
| 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?.I don't want {CFNAME} in special education..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? I don't want {CFNAME} in special education |  |
| 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} did not want to be in special education..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? {CFNAME} did not want to be in special education |  |
| 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} now has a 504 Plan..1. Yes.2. No.3. Don't know. |  | \*\*\*Revised | Why does {CFNAME} no longer have an IEP? {CFNAME} has a 504 Plan | Revised text for clarity. Child may have always had 504 plan. |
| 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?.Other..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? Other |  |
| 5061910 | 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?.Other..1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Why does {CFNAME} no longer have an IEP? Other (please specify) |  |
| 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 OFT1 | 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. |  | \*\*\*Unchanged from OFT1 | 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?.1. Yes.2. No | Support for students with disabilities | Modified from source | Did {CFNAME} go to the meeting?.1. Yes.2. No.3. Don't know. |  | \*\*\*Unchanged from OFT1 | Did {CFNAME} go to the meeting? 1. Yes 2. No 3. Don't know. |  |
| 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. | Added "Don't know" to be inclusive of this option. | Unchanged from OFT1 | How active was {CFNAME} in developing {CFNAME}'s IEP? For example, did {CFNAME} participate in discussions about {CFNAME}'s disability, strengths, needs, the accommodations that would help {CFNAME} achieve in class, goals for the future, and the goals {CFNAME} feels are most important 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. |  |
| 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. |  | Revised | Overall, how satisfied are you with the progress {CFNAME} has made towards {CFNAME}'s IEP goals this year? Are you. 1. Very satisfied 2. Satisfied 3. Somewhat satisfied 4. Somewhat dissatisfied 5. Dissatisfied 6. Very dissatisfied | Revised response options for clarity |
| 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. | \*\*\*Revised | During the past 12 months, has {CFNAME} had any services to help {CFNAME} with academics (schoolwork), 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 | Revised text for clarity |
| 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 |  | Revised | The next questions ask how often you discussed with {CFNAME}'s school staff about developing {CFNAME}'s skills in different areas. How often did you talk with the school about how {CFNAME} can learn to advocate for {CFNAME} and decide about {CFNAME}’s own future goals? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often | Revised wording for clarity and to move before items 5050101 to flow from broad to specific questions |
| 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 |  | Revised | The next questions ask how often you discussed with {CFNAME}'s school staff about developing {CFNAME}'s skills in different areas. How often did you talk about how {CFNAME} can increase social and community support networks? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often | Revised wording for clarity and to move before items 5050101 to flow from broad to specific questions |
| 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 |  | Revised | The next questions ask how often you discussed with {CFNAME}'s school staff about developing {CFNAME}'s skills in different areas. How often did you talk about how {CFNAME} can learn "soft” skills for getting a job (such as appropriate dress, working well in a group, following instructions)? .1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often | Revised wording for clarity and to move before items 5050101 to flow from broad to specific questions |
| 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 |  | Revised | The next questions ask how often you discussed with {CFNAME}'s school staff about developing {CFNAME}'s skills in different areas. How often did you talk 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 | Revised wording for clarity and to move before items 5050101 to flow from broad to specific questions |
| 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..Prepare for change?.1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Revised | The next questions ask how often you discussed with {CFNAME}'s school staff about developing {CFNAME}'s skills in different areas. How often did you talk about how {CFNAME} can prepare for change (for example, change in schools; graduating; and moving to adulthood)? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often | Revised wording for clarity and to move before items 5050101 to flow from broad to specific questions |
| 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 | Modified from source | Great! We really appreciate you taking the time to answer all of our questions about people living in your household. The study doesn't happen without you. Let's keep moving along. Now we have some questions about how much parents and guardians keep an eye on children around this age..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. | Unchanged from OFT1 | Now we have some questions about how much parents and guardians keep an eye on children around this age. How many of {CFNAME}'s friends do you know? 1. None 2. Some 3. About half 4. Most 5. All or almost all |  |
| 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 | Modified from source | 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. | Revised | Please think about all of {CFNAME}'s friends. About how many parents of {CFNAME}'s friends do you talk or text with regularly, either in person, online, or on the phone? \_\_\_number of parents | Text revised for consistency across questions and clarity |
| 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?.Enter Text | Parent-child relationship | 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?. | 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. | Revised | Now, please think about the children {CFNAME} goes to school with. About how many parents of children in {CFNAME}'s school do you talk or text with regularly, either in person, online, or on the phone? \_\_\_number of parents | Revised for consistency across questions and clarity |
| 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-child relationship | 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 |  | Unchanged from OFT1 | How often do you. Know what {CFNAME} does during 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 | 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 |  | Unchanged from OFT1 | How often do you. Know what type of homework {CFNAME} has. 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always |  |
| 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 | 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 |  | Unchanged from OFT1 | 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 | 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 |  | Unchanged from OFT1 | 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 | 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 7. Not applicable, child does not have own money |  | Unchanged from OFT1 | How often do you. Know where {CFNAME} goes after school. 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 | 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.7. Not applicable | Added a not applicable option because a sixth grader may not have his/her own money. | Unchanged from OFT1 | How often do you. Know what {CFNAME} spends money on. 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always |  |
| 5040107 | Adapted from ECLS-K:2011 Parent Interview (PIQ 510) | How often does {CHILD} do homework at home? Would you say..PROBE: This refers to homework assigned by the school and not extra work provided by the parent...1 Never.2 Less than once a week.3 1 to 2 times a week.4 3 to 4 times a week, or.5 5 or more times a week?.REFUSED.DON'T KNOW.. | Parent involvement | Modified from Source | .. |  | Added | During this school year, how often. Does {CFNAME} do homework at home? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always | Added by recommendation of 2017 TRP to add item about parents helping children with their homework |
| 5040108 | Adapted from ECLS-K:2011 Parent Interview (PIQ 520) | During this school year, how often did you or someone else help {him/her} with {his/her} homework? Would you say...1 Never.2 Less than once a week.3 1 to 2 times a week.4 3 to 4 times a week, or.5 5 or more times a week?.REFUSED.DON'T KNOW. | Parent involvement | Modified from Source | .. |  | Added | During this school year, how often. Do you or someone else in your household help {CFNAME} with homework? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always | Added by recommendation of 2017 TRP to add item about parents helping children with their homework |
| 5040109 | Adapted from ECLS-K:2011 Parent Interview (PIQ 530) | How often do you check that {CHILD} has completed all homework? Would you say... .1 Never.2 Rarely.3 Sometimes.4 Always.REFUSED.DON'T KNOW. | Parent involvement | Modified from Source | .. |  | Added | During this school year, how often. Do you check that {CFNAME} completed all homework? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always | Added by recommendation of 2017 TRP to add item about parents helping children with their homework |
| 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 | 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 things)?.1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often.6. Always |  | Unchanged from OFT1 | How often does {CFNAME} tell you about. His/her friends without you asking (for example, which friends {CFNAME} hangs out with and how these friends feel about things)? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always |  |
| 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 | 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 |  | Unchanged from OFT1 | How often does {CFNAME} tell you about. School without you asking (for example, how each subject is going or {CFNAME}'s 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 | 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 7. Don't know | Added a "Don't Know" option to provide full range of response options. | Unchanged from OFT1 | How often does {CFNAME} keep secrets from you about what {CFNAME} does during free time? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always 7. Don't know |  |
| 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 | Modified from source | Does your family have rules about..who [CFNAME] can text, message, video chat, email, or play online games with?.1. Yes 2. 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. | Unchanged from OFT1 | Does your family have rules about. Who [CFNAME] can text, message, video chat, email, or play online games with. 1. Yes 2. No |  |
| 5040112 | ECLS-K:2011 (Round 9, Student Survey, CLQ825) | Does your family have rules about when you can send texts, messages, or emails?.. | Parent-child relationship | Modified from source | Does your family have rules about..when [CFNAME] can text, message, video chat, email, or play online games?.1. Yes 2. 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. | Unchanged from OFT1 | Does your family have rules about. When [CFNAME] can text, message, video chat, email, or play online games. 1. Yes 2. No |  |
| 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).. | Parent-child relationship | 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?.1. Yes 2. 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. | Unchanged from OFT1 | Does your family have rules about. How much time [CFNAME] can spend using technology (for example, a limit on "screen time" hours per day. 1. Yes 2. No |  |
| 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 | Modified from source | Next, we'd like to ask you some questions about things children sometimes do around this age. 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 | Removed {his/her} age to be less restrictive. | Unchanged from OFT1 | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {CFNAME}. Gotten involved with the wrong kinds of people around {CFNAME}'s age. |  |
| 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 | Modified from source | Next, we'd like to ask you some questions about things children sometimes do around this age. 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 |  | Unchanged from OFT1 | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {CFNAME}. Ever used drugs (for example, marijuana, cocaine, ecstasy, or 'bath salts'). |  |
| 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 | Modified from source | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {he/she}..ever used alcohol?.1. Yes.2. No |  | Unchanged from OFT1 | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {CFNAME}. Ever used alcohol. |  |
| 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 | Unchanged from source | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {he/she}..gotten in trouble with the police?.1. Yes.2. No |  | Unchanged from OFT1 | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {CFNAME}. Gotten in trouble with the police. |  |
| 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 | Unchanged from source | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {he/she}..Has {he/she}. run away?.1. Yes.2. No |  | Unchanged from OFT1 | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {CFNAME}. Run away. |  |
| 5040205 | Original item source: 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 | Modified from source | Next, we'd like to ask you some questions about things children sometimes do around this age. Have any of the following things happened to {CFNAME}? Has {he/she}..beaten up other people {his/her} age?.1. Yes.2. No | Removed {his/her} age to be less restrictive. | Revised | During this school year, how often have other children. Teased, made fun of, or called {CFNAME} names. 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always | Revised peer victimization item to align with student questionnaire |
| 5040206 | 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 | Modified from source | Next, we'd like to ask you some questions about things children sometimes do around this age. 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 | Added {his/her} age for clarity | Revised | During this school year, how often have other children. Told lies or untrue stories about {CFNAME}. 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always | Revised peer victimization item to align with student questionnaire |
| 5040208 | Spring 2013 Parent Interview: ECLS-K:2011: VIQ030, VIQ040) | VIQ030: During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}? .1 YES.2 NO.REFUSED..VIQ040: How often has this happened? Would you say. .1 Rarely.2 Sometimes.3 Often.4 Very often.REFUSED.DON'T KNOW.. | Peer victimization | Modified from source | .. |  | Added | During this school year, how often have other children. Pushed, shoved, slapped, hit, or kicked {CFNAME}. 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Always | Added items related to peer victimization to align with student questionnaire. |
| 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 | Modified from source | 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 | Unchanged from OFT1 | The next set of questions is about the neighborhood in which you live. 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 |  |
| 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 | 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 |  | Unchanged from OFT1 | The next set of questions is about the neighborhood in which you live. 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 | Modified from source | How true are the following statements about your neighborhood?.Drug dealers are a problem in this neighborhood..1. Not at all true .2. A little bit true .3. Somewhat true .4. True .5. Very true |  | Unchanged from OFT1 | The next set of questions is about the neighborhood in which you live. How true are the following statements about your neighborhood? Drug dealers are a problem in this 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 | 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 |  | Unchanged from OFT1 | The next set of questions is about the neighborhood in which you live. 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 | Modified from source | 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 | Unchanged from OFT1 | The next set of questions is about the neighborhood in which you live. 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 |  |
| 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 | Modified from source | 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 | Unchanged from OFT1 | The next set of questions is about the neighborhood in which you live. 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 |  |
| 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 | Modified from source | How true are the following statements about your neighborhood?.There are lots of run down homes 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 "our" to be more general | Unchanged from OFT1 | The next set of questions is about the neighborhood in which you live. How true are the following statements about your neighborhood? There are lots of run down homes in this neighborhood. 1. Not at all true 2. A little bit true 3. Somewhat true 4. True 5. Very true |  |
| 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 | Now we have a few questions about jobs and work people in the household do for a living..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. | \*\*\*Unchanged from OFT1 | Now we have a few questions about jobs and work people in {CFNAME}’s household do for a living. During the past week, [were you/was [IDP1]/was [IDP2]] on leave or vacation from a job? 1. Yes 2. No |  |
| 5070300 | ECLS-K:2011 (Parent, K: EMQ.040) | {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 | 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. | \*\*\*Unchanged from OFT1 | [Have you/Has [IDP1]/Has [IDP2]] been actively looking for work in the past 4 weeks? 1. Yes 2. No |  |
| 5070401 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work?.1. Checked with public employment agency.1. Yes.2. No | 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?.Checked with public employment agency.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Checked with public employment agency. |  |
| 5070402 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .2. Checked with private employment agency.1. Yes.2. No | 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?.Checked with private employment agency.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Checked with private employment agency. |  |
| 5070403 | ECLS-K (Parent, K; EMQ070) | 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.1. Yes.2. No | 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?.Checked with employer directly/sent resume.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Checked with employer directly/sent resume. |  |
| 5070404 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .4. Checked with friends or relatives.1. Yes.2. No | 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?.Checked with friends or relatives.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Checked with friends or relatives. |  |
| 5070405 | ECLS-K (Parent, K; EMQ070) | 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.1. Yes.2. No | 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?.Placed or answered ads/sent resume/applications.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Placed or answered ads/sent resume/applications. |  |
| 5070406 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .6. Contacted school/university employment center.1. Yes.2. No | 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?.Contacted school/university employment center.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Contacted school/university employment center. |  |
| 5070407 | ECLS-K (Parent, K; EMQ070) | 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.1. Yes.2. No | 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?.Checked a union register or professional register.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Checked a union register or professional register. |  |
| 5070408 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .8. Attended job training.1. Yes.2. No | 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?.Attended a job training.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Attended a job training. |  |
| 5070409 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .9. Read want-ads/internet search.1. Yes.2. No | 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?.Read want-ads/internet search.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Read want-ads/internet search. |  |
| 5070410 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .10.Something else (specify).1. Yes.2. No | 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?.Something else.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Something else. |  |
| 5070412 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .11. Don't know.1. Yes.2. No | 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?.Don't know.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Other specify |  |
| 5070411 | ECLS-K (Parent, K; EMQ070) | What [have you/has [HH#FNAME] [HH#LNAME]] been doing in the past 4 weeks to find work? .11. Don't know.1. Yes.2. No | 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?.Don't know.1. Yes.2. No | This is a critical item needed to determine whether household member is actively seeking work in the job market. | \*\*\*Unchanged from OFT1 | What [have you/has [IDP1]/has [IDP2]] been doing in the past 4 weeks to find work? Don't know. |  |
| 5070510 | ECLS-K (Parent, K; EMQ100) | 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. | \*\*\*Unchanged from OFT1 | Could {you/[IDP1/IDP2]} have taken a job last week if one had been offered? 1. Yes 2. No |  |
| 5070500 | ECLS-K (Parent, K; EMQ.080) | What {were you/was {NAME}} doing most of last week? Would you say . . 1 Keeping house or caring for children.2 Going to school . 3 Retired . 4 Unable to work, or . 91 Something else? What was that? (SPECIFY) REFUSED .DON'T KNOW.. | 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 5. Something else? | Slight wording changes made for clarity. | \*\*\*Unchanged from OFT1 | What [were you/was [IDP1]/was [IDP2]] 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? |  |
| 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.. |  | \*\*\*Unchanged from OFT1 | Please enter what [you were/ [IDP1] was/[IDP2] was] doing most of last week. Specify |  |
| 5070700 | ECLS-K (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 [do you/does [HH#FNAME] [HH#LNAME]] have now?.Enter number of jobs | Text fill changed in order to ask about both the respondent and another household member. | Unchanged from OFT1 | How many jobs [do you/does [IDP1]/does [IDP2]] have now? Enter number of jobs |  |
| 5070800 | ECLS-K (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 |  | Revised | About how many total hours per week [do you/does [IDP1]/does [IDP2]] usually work for pay {counting {all/both} {# of jobs from H025 IF MORE THAN TWO} jobs}? Enter number of weekly hours | Fill added to clarify instructions for respondents with more than 1 job. |
| 5071101 | ECLS-K (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 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. | \*\*\*Unchanged from OFT1 | What are the title and duties of [your/[IDP1]/[IDP2]] job? If [you have/[IDP1] has/[IDP2] has] more than 1 job, please answer this question for the job where [you work/[IDP1] works/[IDP2] works] the most hours. Type in job title |  |
| 5071111 | ECLS-K (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 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. | \*\*\*Unchanged from OFT1 | What {are/were} the title and duties of [your/[IDP1]/[IDP2]] job? If [you have/[IDP1] has/[IDP2] has] more than 1 job, please answer this question for the job where [you work/[IDP1] works/[IDP2] works] the most hours. Type in job duties |  |
| 5071203 | ECLS-K (Parent, K; EMQ210) | 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 {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 | This item helps to capture more accurate occupation information, and specifically focuses on capturing information regarding military employment. | Revised | Since {CFNAME} was born, {have you/has [IDP1]/has[IDP2]} served on active duty in the U.S. Armed Forces, Reserves, or National Guard? 1. Yes 2. No | Revised to remove 'military' to reduce redundancy |
| 5071204 | ECLS-K (Parent, K; EMQ215) | 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...1. Yes.2. No | Parent education and occupation | New for OFT | {Are you/Is {NAME}} currently 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. | Revised | {Are you/Is [IDP1]/Is [IDP2]} currently on active duty in the U.S. Armed Forces, Reserves, or National Guard? 1. Yes.2. No | Revised to remove 'military' to reduce redundancy |
| 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 | In studies like this, households are sometimes grouped according to income..What was the total income of all persons in your household over the past year, including salaries .or other earnings, interest, retirement, and so on for all household members?..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 |  | \*\*\*Revised | In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries .or other earnings, interest, retirement, and so on for all household members? 0 Select Household Income.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 $30,0007 $30,001 to $35,000. 8 $35,001 to $40,000. 9 $40,001 to $45,00010 $45,001 to $50,000. 11 $50,001 to $55,000. 12 $55,001 to $60,000. 13 $60,001 to $ 70,000 14.$70,001 to $80,000 15. $80,001 to $90,000 16 $90,001 to $100,000 17. $100,001 to $110,000 18. $110,001 to $120,000 19. $120,001 to $130,000 20 $130,001 to $140,000 21.$140,001 to $150,000 22.$150,001 t0 $160,000 23. $160,001 to $170,000 24$170,001 to $180,000 25$180,001 to $190,000 26 $190,001 to $200,000 27 $200,001 to $225,000 28 $225,001 to $250,000 29.$250,001 to $275,000 30.$275,001 to $300,000 31. $300,001 or more | Response options reduced to make easier for respondents. |
| 5021502 | 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 | 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..In which country were you born?.DROPDOWN: Exhaustive list of countries and territories. | Text revised to accommodate conditional fill | Unchanged from OFT1 | Now we have a few more questions about members of your household. In which country {were you/was [IDP1]} born? DROPDOWN: Exhaustive list of countries and territories. |  |
| 5021602 | 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 | 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..In what year did you move to the United States permanently?.DROPDOWN: 1950-Current year | Text revised to accommodate conditional fill | Revised | In what year did you/[IDP1] move to the United States for the first time? DROPDOWN: 1950-Current year | Revised to align with ECLS |
| 5021503 | 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 this list. One of the response options should be Country not in list, at which point, the individual will be given a text field where they can write in their response.] | Household compositions | 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..In which country was {HHNAME} born?.DROPDOWN: Exhaustive list of countries and territories. | Text revised to accommodate conditional fill | Unchanged from OFT1 | In which country {were you/was [IDP2]} born? DROPDOWN: Exhaustive list of countries and territories. |  |
| 5021603 | 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 | 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..In what year did {HHNAME} move to the United States permanently?.DROPDOWN: 1950-Current year | Text revised to accommodate conditional fill | Revised | In what year did you/[IDP2] move to the United States for the first time? DROPDOWN: 1950-Current year | Revised to align with ECLS |
| 5021501 | 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 this list. One of the response options should be Country not in list, at which point, the individual will be given a text field where they can write in their response.] | Household compositions | 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..In which country was {CFNAME} born?.DROPDOWN: Exhaustive list of countries and territories. | Text revised to accommodate conditional fill | Unchanged from OFT1 | In which country was {CFNAME} born? DROPDOWN: Exhaustive list of countries and territories. |  |
| 5021601 | 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 | 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..In what year did {CFNAME} move to the United States permanently?.DROPDOWN: 1950-Current year | Text revised to accommodate conditional fill | Revised | In what year did {CFNAME} move to the United States for the first time? DROPDOWN: 1950-Current year | Revised to align with ECLS |
| 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 | The next questions ask about how often {CFNAME} has moved since {CFNAME} started kindergarten..How long has {CFNAME} lived in {his/her} current residence?.<1 year->15 years; Don't know |  | Revised | The next questions ask about how often {CFNAME} has moved since starting kindergarten. How long has {CFNAME} lived at current residence? 0. Less than 1 year 1. 1 year 2. 2 years 3. 3 years 4. 4 years 5. 5 years 6. 6 years 7. 7 years 8. 8 years 9. 9 years 10. 10 years 11. 11 years 12. 12 years 13. 13 years 14. 14 years 15. 15 years 16. 16 years 17. 17 years 18. 18 years 19. Don't know | Revised to avoid gender pronouns and reduce redundancy |
| 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 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. | Unchanged from OFT1 | 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] |  |
| 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 middle school to a high school in the same district..|\_\_\_|\_\_\_| Enter number of times | Mobility | Modified from source | .How many times has {CFNAME} changed schools since {he/she} entered kindergarten as a result of grade promotion?.Select number of times [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. | Revised | How many times has {CFNAME} changed schools since starting kindergarten as a result of grade promotion? Select number of times [DROP DOWN R: 0 through 10 or more; Don't know] | Revised to avoid gender pronouns and reduce redundancy |
| 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 middle school to a high school in the same district..|\_\_\_|\_\_\_| Enter number of times | Mobility | Modified from source | How many times has {CFNAME} changed schools since {he/she} entered kindergarten for a reason other than grade promotion?.Select number of times [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. | Revised | How many times has {CFNAME} changed schools since starting kindergarten for a reason other than grade promotion? Select number of times [DROP DOWN R: 0 through 10 or more; Don't know] | Revised to avoid gender pronouns and reduce redundancy |
| 5080400 | New Item |  | Mobility | New Item | Is {CFNAME} attending a different school this year than the one {he/she} attended last school year?.1. Yes.2. No |  | \*\*\*Revised | Is {CFNAME} attending a different school this year than the one attended last school year?. 1. Yes.2. No | Revised to avoid gender pronouns and reduce redundancy |
| 5010056 | New Item |  | Tracking | New for OFT | Will {CFNAME} be attending [SCHNAME] next year?.1. Yes.2. No | Added to assist with locating students in future rounds | \*\*\*Unchanged from OFT1 | Will {CFNAME} be attending [SCHNAME] next year? 1. Yes. 2. No |  |
| 5010057 | New Item |  | Tracking | New for OFT | What {SCHNAME} will (CFNAME) be attending next year?..School name | Added to assist with locating students in future rounds | \*\*\*Unchanged from OFT1 | What is the name of the school you expect (CFNAME) to be attending next year? First type in school name: |  |
| 5010061 | New Item |  | Tracking | New for OFT | What {SCHNAME} will (CFNAME) be attending next year?..School state | Added to assist with locating students in future rounds | \*\*\*Unchanged from OFT1 | What is the name of the school you expect (CFNAME) to be attending next year? Then choose a state: |  |
| 5010060 | New Item |  | Tracking | New for OFT | What {SCHNAME} will (CFNAME) be attending next year?..School city | Added to assist with locating students in future rounds | \*\*\*Unchanged from OFT1 | What is the name of the school you expect (CFNAME) to be attending next year? Next type in city: |  |
| 5010063 | New Item |  | Tracking | New for OFT | What {SCHNAME} will (CFNAME) be attending next year?.Don't know | Added to assist with locating students in future rounds | \*\*\*Unchanged from OFT1 | What is the name of the school you expect (CFNAME) to be attending next year? Don't know |  |
| 5010041 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010042 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010043 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010044 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010045 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010046 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010047 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010048 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010049 | HSLS:09 First Follow-up Parent Survey | 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 code. City. State...Enter Text | 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. | \*\*\*Unchanged from OFT1 | 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: |  |
| 5010050 | New Item |  | Incentive | 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..Name:. | Modified for clarity and reduce burden by providing preloaded address | \*\*\*Revised | You're finished! The last thing we need to know is where you want us to send the ${20-40} 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. If you do not want to receive this check, please click the box below, and then press Next.(Allow 4 weeks for delivery.) Name: | Revised to allow respondents to refuse the incentive |
| 5010051 | New Item |  | Incentive | 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..Street address 1:. | Modified for clarity and reduce burden by providing preloaded address | \*\*\*Revised | You're finished! The last thing we need to know is where you want us to send the ${20-40} 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. If you do not want to receive this check, please click the box below, and then press Next.(Allow 4 weeks for delivery.) Street address 1: | Revised to allow respondents to refuse the incentive |
| 5010052 | New Item |  | Incentive | 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..Street address 2:. | Modified for clarity and reduce burden by providing preloaded address | \*\*\*Revised | You're finished! The last thing we need to know is where you want us to send the ${20-40} 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. If you do not want to receive this check, please click the box below, and then press Next.(Allow 4 weeks for delivery.) Street address 2: | Revised to allow respondents to refuse the incentive. |
| 5010053 | New Item |  | Incentive | 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..City:. | Modified for clarity and reduce burden by providing preloaded address | \*\*\*Revised | You're finished! The last thing we need to know is where you want us to send the ${20-40} 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. If you do not want to receive this check, please click the box below, and then press Next.(Allow 4 weeks for delivery.) City: | Revised to allow respondents to refuse the incentive |
| 5010054 | New Item |  | Incentive | 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..State:. | Modified for clarity and reduce burden by providing preloaded address | \*\*\*Revised | You're finished! The last thing we need to know is where you want us to send the ${20-40} 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. If you do not want to receive this check, please click the box below, and then press Next.(Allow 4 weeks for delivery.) State: | Revised to allow respondents to refuse the incentive |
| 5010055 | New Item |  | Incentive | 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..Zip code:. | Modified for clarity and reduce burden by providing preloaded address | \*\*\*Revised | You're finished! The last thing we need to know is where you want us to send the ${20-40} 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. If you do not want to receive this check, please click the box below, and then press Next.(Allow 4 weeks for delivery.) Zip code: | Revised to allow respondents to refuse the incentive |
| 5010064 | New Item |  | Incentive |  |  |  | \*\*\*Added | You're finished! The last thing we need to know is where you want us to send the ${20-40} 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. If you do not want to receive this check, please click the box below, and then press Next (Allow 4 weeks for delivery.)  I do not want to receive any money for completing this survey. | Added to allow respondents to refuse the incentive |

## C.4.2.1 MS1 Mini [Parent Survey Items](#_TOC_250000)

**Note: Items in the Spanish version of the Mini Parent Survey are identical.**

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **OFT1 Status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **MSI Mini Status** | **MS1 Mini Wording with response options** | **MS1 Mini Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5021120 | New |  | Screener |  |  |  | Added | Does your sixth grader have biological, adoptive, step- or foster parents who live in your household?  1. Yes, one parent in household  2. Yes, two parents in household  3. No | Added to identify parent type |
| 5021102 | ECLS-K:2011 (Parent K; FSQ.140/150/160/170/180) | {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 | 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 of [CFNAME]'s parent's partner.6. Other relative of [CFNAME]'s parent's partner (please specify).7. Other non-relative (please specify). |  | Revised from OFT1 | What is your relationship to you sixth grader?  1. Biological or birth mother 2. Biological or birth father 3. Adoptive mother 4. Adoptive father 5. Stepmother 6. Stepfather 7. Foster mother or female legal guardian 8.Fother father or male legal guardian 9. Other female parent or guardian 10. Other male parent or guardian 11. Girlfriend or partner of 6th grader’s parent/guardian 12. Boyfriend or partner of 6th grader’s parent/guardian 13. Grandmother 14. Grandfather 15. Other female relative 16. Other male relative 17. Other non-relative | Revised to reduce burden |
| 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. |  | Revised from OFT1 | What is the highest level of education you have completed?  1- Less than high school  2- High school diploma or equivalent/GED  3-Vocational/technical diploma after high school  4- Associate’s degree (for example: AA, AS)  5- Bachelor’s degree (for example: BA, BS)  6- Master’s degree (for example: MA, MS, MBA)  7- Doctorate or other high level professional degree (for example: Ph.D, Ed.D, MD, DDS, DVM, JD) | Revised to reduce burden but also add clairyt for ed level response options and for consistencywith the full version |
| 5071101 | ECLS-K (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 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. | Revised from OFT1 | What are the title and duties of your job? If you have more than one job, describe the job where you work the most hours. If you did not work for pay in the past week, answer for your most recent job.  Job Title:   Job Duties: | Revised to reduce burden |
| 5020011 | New Item |  | Household compositions | Unchanged from IVFT | Is [HH#FNAME HH#LNAME with B02H = 1] married to someone in the household?.1. Yes 2. No |  | Revised from OFT1 | Do you have a spouse or partner who lives in the same household as you and your sixth grader?  1- Yes, I am married to someone in the household 2- Yes, I am in a domestic partnership or civil union with someone in the household 3-No | Revised to reduce burden |
| 5021002 | 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 | 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 your 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.14. Focus child. | Created separate response options for other relative and non-relative for more specific reporting. Text revised to accommodate conditional fills.. | Revised from OFT1 | What is your spouse or partner’s relationship to your sixth grader?  1. Biological or birth mother 2. Biological or birth father 3. Adoptive mother 4. Adoptive father 5. Stepmother 6. Stepfather 7. Foster mother or female legal guardian 8.Fother father or male legal guardian 9. Other female parent or guardian 10. Other male parent or guardian 11. Girlfriend or partner of 6th grader’s parent/guardian 12. Boyfriend or partner of 6th grader’s parent/guardian 13. Grandmother 14. Grandfather 15. Other female relative 16. Other male relative 17. Other non-relative | Revised to reduce burden |
| 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. |  | Revised from OFT1 | What is the highest level of education your spouse or partner has completed?  1- Less than high school  2- High school diploma or equivalent/GED  3-Vocational/technical diploma after high school  4- Associate’s degree (for example: AA, AS)  5- Bachelor’s degree (for example: BA, BS)  6- Master’s degree (for example: MA, MS, MBA)  7- Doctorate or other high level professional degree (for example: Ph.D, Ed.D, MD, DDS, DVM, JD) | Revised to reduce burden but also add clairyt for ed level response options and for consistencywith the full version |
| 5071111 | ECLS-K (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 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. | Revised from OFT1 | What are the title and duties of your spouse or partner’s job? If your spouse/partner has more than one job, describe the job where he/she works the most hours. If your spouse/partner did not work for pay in the past week, answer for his/her most recent job.  Job title: Job Duties: | Revised to reduce burden |
| 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 | In studies like this, households are sometimes grouped according to income..What was the total income of all persons in your household over the past year, including salaries .or other earnings, interest, retirement, and so on for all household members?..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 |  | Revised from OFT1 | In studies like this, households are sometimes grouped according to income.  What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?  1- $15,000 or less  2- $15,001 - $30,000  3- $30,001 – $45,000  4- $45,001 – $60,000  5- $60,001 – $75,000  6- $75,001 – $90,000  7- $90,001 – $110,000  8- $110,001 – $140,000  9- $140,001 – $170,000  10- $170,001 – $200,000  11- $200,001 – $250,000  12- $250,001 – $300,000  13- More than $300,000 | Revised to reduce burden |
| 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.5. Will graduate from college.6. Will attend a higher level of school after graduating from college .7. Don't know. | 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. |  | Revised from OFT1 | How far in school do you expect your sixth grader to go? Would you expect your sixth grader…  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-You don’t know. | Revised to reduce burden |

# MS1 Math Teacher Survey Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **OFT1 status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **MS1 Status** | **MS1 Wording with Response Options** | **MS1 Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6000100 | New |  | Screener | Added | 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 current math teacher for [FILL PRELOADED STUDENT NAME] 3. No. NO RESPONSE | Added to help confirm correct respondent | Unchanged from OFT1 | Do/did you teach [FILL PRELOADED STUDENT NAME] in [FILL PRELOADED CLASS/PERIOD]? 1. Yes, and I am the current math teacher for [FILL PRELOADED STUDENT NAME] 2. Yes, although I am not the current math teacher for [FILL PRELOADED STUDENT NAME] 3. No. |  |
| 6000101 | New |  | Screener | Added | In what month and year did you last teach math to [FILL PRELOADED STUDENT NAME]? Month, Year | Added to help confirm correct respondent | Unchanged from OFT1 | In what month and year did you last teach math to [FILL PRELOADED STUDENT NAME]? Month, Year |  |
| 6000102 | New |  | Screener | Added | Do/did you teach [FILL PRELOADED STUDENT NAME] in [FILL PRELOADED CLASS/PERIOD]?  Yes, No | Added to help confirm correct respondent | Unchanged from OFT1 | Do/did you teach [FILL PRELOADED STUDENT NAME] in [FILL PRELOADED CLASS/PERIOD]?  Yes; No |  |
| 6000103 | New |  | Screener | Added | In which of the following classes do/did you teach [FILL PRELOADED STUDENT NAME]?  First preloaded class/period. Second preloaded class/period. Third preloaded class/period. Etc., Etc. Other (specify). | Added to help confirm correct respondent | Unchanged from OFT1 | In which of the following classes do/did you teach [FILL PRELOADED STUDENT NAME]?  First preloaded class/period. Second preloaded class/period. Third preloaded class/period. Etc., Etc. Other (specify). |  |
| 6000104 | New |  | Screener | Added | Does/Did anyone else at your school teach math to [FILL PRELOADED STUDENT NAME] during this school year (2016-2017)?  Yes; No | Added to help confirm correct respondent | Unchanged from OFT1 | Does/Did anyone else at your school teach math to [FILL PRELOADED STUDENT NAME] during this school year (2017-2018)?  Yes, No |  |
| 6000105 | New |  | Screener | Added | You indicated that [FILL PRELOADED STUDENT NAME] has a different math teacher. What is the name of this student's math teacher? | Added to help confirm correct respondent | Unchanged from OFT1 | You indicated that [FILL PRELOADED STUDENT NAME] has a different math teacher. What is the name of this student's math teacher? |  |
| 6040100 | Modified 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) | Unchanged from IVFT | The next several questions ask about your educational background. 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, PhD., Ed.D.) |  | Revised | The next several questions ask about your educational background. What is the highest level of education you have completed? 1. Did not complete high school 2. High school diploma or equivalent (for example: GED) 3. Some college or technical or vocational school 4. Associate's degree (for example: AA, AS) 5. Bachelor's degree (for example: BA, BS) 6. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA) 7. Doctorate or an advanced professional degree beyond a Master's degree (for example: Ph.D, Ed.D, MD, DDS, DVM, JD) | Changed for clarity and consistency with other adult surveys |
| 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 IVFT | In what year did you receive your {FILL\_WITH\_HIGHEST\_DEGREE\_LISTED\_IN\_D01}?  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.) .M. NO RESPONSE |  | Unchanged from OFT1 | In what year did you receive your {FILL\_WITH\_HIGHEST\_DEGREE\_LISTED\_IN\_D01}? |  |
| 6040301 | Modified 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) | 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  1. Yes, a major 2. Yes, a minor or special emphasis 3. No |  | Revised | Did you have a major, minor, or special emphasis in any of the following areas as part of your undergraduate or graduate coursework? Elementary education  1. Yes, a major 2. Yes, a minor or special emphasis 3. No | Revised for clarity |
| 6040303 | Modified 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) |  |  |  | Added | Did you have a major, minor, or special emphasis in any of the following areas as part of your undergraduate or graduate coursework? Middle grades education  1. Yes, a major 2. Yes, a minor or special emphasis 3. No | Added to include all levels/grade programs |
| 6040302 | Modified 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) | 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  1. Yes, a major 2. Yes, a minor or special emphasis 3. No |  | Revised | Did you have a major, minor, or special emphasis in any of the following areas as part of your undergraduate or graduate coursework? Secondary education  1. Yes, a major 2. Yes, a minor or special emphasis 3. No | Revised for clarity |
| 6040401 | Modified 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) | 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  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | 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  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040402 | Modified 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) | 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  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | 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  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040403 | Modified 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) | Unchanged from IVFT | How many college-level classes have you taken in the following branches of mathematics? Calculus, analysis, or differential equations  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | How many college-level classes have you taken in the following branches of mathematics? Calculus, analysis, or differential equations  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040404 | Modified 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) | Unchanged from IVFT | How many college-level classes have you taken in the following branches of mathematics? Discrete mathematics, combinatorics, or graph theory  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | How many college-level classes have you taken in the following branches of mathematics? Discrete mathematics, combinatorics, or graph theory  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040405 | Modified 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) | Unchanged from IVFT | How many college-level classes have you taken in the following branches of mathematics? Foundations, philosophy, history of mathematics, or logic  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | How many college-level classes have you taken in the following branches of mathematics? Foundations, philosophy, history of mathematics, or logic  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040406 | Modified 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) | Unchanged from IVFT | How many college-level classes have you taken in the following branches of mathematics? Geometry, trigonometry, or topology  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | How many college-level classes have you taken in the following branches of mathematics? Geometry, trigonometry, or topology  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040407 | Modified 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) | Unchanged from IVFT | How many college-level classes have you taken in the following branches of mathematics? Number theory  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | How many college-level classes have you taken in the following branches of mathematics? Number theory  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040408 | Modified 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) | Unchanged from IVFT | How many college-level classes have you taken in the following branches of mathematics? Probability or statistics  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | How many college-level classes have you taken in the following branches of mathematics? Probability or statistics  1. None 2. One or two 3. Three or four 4. Five or more | . |
| 6040409 | New |  | Education and degree (courses in math and math education; year degree granted) | Unchanged from IVFT | How many college-level classes have you taken in the following branches of mathematics? Teaching mathematics  1. None 2. One or two 3. Three or four 4. Five or more |  | Unchanged from OFT1 | How many college-level classes have you taken in the following branches of mathematics? Teaching mathematics  1. None 2. One or two 3. Three or four 4. Five or more |  |
| 6040501 | Modified 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 | Revised | Including this school year, how many years have you taught the following grades at any school. Please estimate to the nearest half year. Grade K-12 in any subject? | Revised question item to have respondents report to the nearest year to foster cleaner data. | Unchanged from OFT1 | 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 one year, enter 1. Grade K-12 in any subject? |  |
| 6040502 | Modified 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 | Revised | Including this school year, how many years have you taught the following grades at any school. Please estimate to the nearest half year. Grade K-5 math? | Revised question item to have respondents report to the nearest year to foster cleaner data. | Unchanged from OFT1 | Including this school year, how many years have you taught the following grades at any school. Please estimate to the nearest half year. If you have been working for less than one year, enter 1. Grade K-5 math? |  |
| 6040503 | Modified 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 | Revised | Including this school year, how many years have you taught the following grades at any school. Please estimate to the nearest half year. Grade 6-8 math? | Revised question item to have respondents report to the nearest year to foster cleaner data. | Unchanged from OFT1 | Including this school year, how many years have you taught the following grades at any school. Please estimate to the nearest half year. If you have been working for less than one year, enter 1. Grade 6-8 math? |  |
| 6040504 | Modified 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 | Revised | Including this school year, how many years have you taught the following grades at any school. Please estimate to the nearest half year. Grade 9-12 math? | Revised question item to have respondents report to the nearest year to foster cleaner data. | Unchanged from OFT1 | Including this school year, how many years have you taught the following grades at any school. Please estimate to the nearest half year. If you have been working for less than one year, enter 1. Grade 9-12 math? |  |
| 6040600 | Modified 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) | Revised | Which of the following best describes the math 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 for math in this state 6. Other | Revised to remove “[FILL STATE]" in question stem and "in this state" from response option to make the question more generic. | Revised | Which of the following best 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 for math in this state 6. Other | Revised question to ask about any teaching certificate. |
| 6040601 | Modified 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) |  |  |  | Added | Which of the following best describes the teaching certificate you currently hold? Other (Please specify) | Added QID for open-ended response option |
| 6040701 | 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) | Revised | In which grades does this certificate allow you to teach math? Kindergarten  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Kindergarten  1. Yes 2. No |  |
| 6040702 | 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) | Revised | In which grades does this certificate allow you to teach math? Grade 1  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 1  1. Yes 2. No |  |
| 6040703 | 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) | Revised | In which grades does this certificate allow you to teach math? Grade 2  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 2 1. Yes 2. No |  |
| 6040704 | 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) | Revised | In which grades does this certificate allow you to teach math? Grade 3  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 3  1. Yes 2. No |  |
| 6040705 | 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) | Revised | In which grades does this certificate allow you to teach math? Grade 4  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 4  1. Yes 2. No |  |
| 6040706 | 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) | Revised | In which grades does this certificate allow you to teach math? Grade 5  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 5  1. Yes 2. No |  |
| 6040707 | 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) | Revised | In which grades does this certificate allow you to teach math? Grade 6  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 6  1. Yes 2. No |  |
| 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) | Revised | In which grades does this certificate allow you to teach math? Grade 7  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 7  1. Yes 2. No |  |
| 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) | Revised | In which grades does this certificate allow you to teach math? Grade 8 1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 8  1. Yes 2. No |  |
| 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) | Revised | In which grades does this certificate allow you to teach math? Grade 9  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 9  1. Yes 2. No |  |
| 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) | Revised | In which grades does this certificate allow you to teach math? Grade 10  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 10  1. Yes 2. No |  |
| 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) | Revised | In which grades does this certificate allow you to teach math? Grade 11  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 11  1. Yes 2. No |  |
| 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) | Revised | In which grades does this certificate allow you to teach math? Grade 12  1. Yes 2. No | Revised to remove “[FILL STATE]" in question stem to make the question more generic. Changed wording of the response options to follow the MGLS style guide. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? Grade 12  1. Yes 2. No |  |
| 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) | Added | In which grades does this certificate allow you to teach math? This certificate does not allow me to teach math  1. Yes 2. No | Added this response option to provide all possible options. | Unchanged from OFT1 | In which grades does this certificate allow you to teach math? This certificate does not allow me to teach math  1. Yes 2. No |  |
| 6040800 | ECLS-K:2011 (Teacher, 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) | Unchanged from IVFT | Have you taken the exam for National Board Certification?  1. Not taken 2. Taken and passed 3. Taken and awaiting results 4. Taken and have not yet passed |  | Unchanged from OFT1 | Have you taken the exam for National Board Certification?  1. Not taken 2. Taken and passed 3. Taken and awaiting results 4. Taken and have not yet passed |  |
| 6040901 | Modified 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) | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate? Generalist, Early Childhood 1. Yes 2. No |  | Unchanged from OFT1 | In what content area(s) do you hold a National Board for Professional Teaching certificate? Generalist, Early Childhood 1. Yes 2. No |  |
| 6040902 | Modified 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) | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate? Generalist, Middle Childhood  1. Yes 2. No |  | Unchanged from OFT1 | In what content area(s) do you hold a National Board for Professional Teaching certificate? Generalist, Middle Childhood  1. Yes 2. No |  |
| 6040903 | Modified 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) | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate? Mathematics, Early Adolescence  1. Yes 2. No |  | Unchanged from OFT1 | In what content area(s) do you hold a National Board for Professional Teaching certificate? Mathematics, Early Adolescence 1. Yes 2. No |  |
| 6040904 | Modified 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) | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate? Mathematics, Adolescence and Young Adulthood  1. Yes 2. No |  | Unchanged from OFT1 | In what content area(s) do you hold a National Board for Professional Teaching certificate? Mathematics, Adolescence and Young Adulthood  1. Yes 2. No |  |
| 6040905 | Modified 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) | Unchanged from IVFT | In what content area(s) do you hold a National Board for Professional Teaching certificate? Other  1. Yes 2. No |  | Unchanged from OFT1 | In what content area(s) do you hold a National Board for Professional Teaching certificate? Other  1. Yes 2. No |  |
| 6040906 | Modified 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) |  |  |  | Added | In what content area(s) do you hold a National Board for Professional Teaching certificate? Other | Added QID for open-ended response option |
| 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) | Revised | Did you enter teaching through an alternative certification program?  1. Yes 2. No | Changed "was" to "is" to align with "An alternative certification program is". | Revised | 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.  1. Yes 2. No | Revised to include explanatory text. |
| 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 IVFT | In what year were you born? |  | Unchanged from OFT1 | In what year were you born? |  |
| 6041200 | Modified ECLS-K (Teacher, Grade 5; 28) | What is your gender? 1. Male 2. Female | Teacher gender | Unchanged from IVFT | What is your sex?  1. Male 2. Female |  | Unchanged from OFT1 | What is your sex?  1. Male 2. Female |  |
| 6041300 | Modified ECLS-K 2011 (Teacher, Grade 2; H3) | Are you Hispanic or Latino? MARK ONE RESPONSE. Yes. No | Teacher race/ethnicity | Unchanged from IVFT | Are you of Hispanic or Latino/Latina origin?  1. Yes 2. No |  | \*\*\*Revised | Are you of Hispanic or Latino origin?  1. Yes 2. No | Removed Latina for more correct usage. |
| 6041401 | Modified 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 | Unchanged from IVFT | Which of the following best describes your race? American Indian or Alaska Native  1. Yes 2. No |  | Unchanged from OFT1 | Which of the following best describes your race? American Indian or Alaska Native  1. Yes 2. No |  |
| 6041402 | Modified 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 | Unchanged from IVFT | Which of the following best describes your race? Asian  1. Yes 2. No |  | Unchanged from OFT1 | Which of the following best describes your race? Asian  1. Yes 2. No |  |
| 6041403 | Modified 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 | Unchanged from IVFT | Which of the following best describes your race? Black or African American  1. Yes 2. No |  | Unchanged from OFT1 | Which of the following best describes your race? Black or African American  1. Yes 2. No |  |
| 6041404 | Modified 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 | Unchanged from IVFT | Which of the following best describes your race? Native Hawaiian or other Pacific Islander  1. Yes 2. No |  | Unchanged from OFT1 | Which of the following best describes your race? Native Hawaiian or other Pacific Islander  1. Yes 2. No |  |
| 6041405 | Modified 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 | Unchanged from IVFT | Which of the following best describes your race? White  1. Yes 2. No |  | Unchanged from OFT1 | Which of the following best describes your race? White 1. Yes 2. No |  |
| 6030310 | Study of Instructional Improvement Teacher Surveys | This year, what was the total number of hours of professional development you received? Unit hours | Teaching climate | Revised | How many hours of professional development did you receive this year that was focused on math?  \_\_\_hours | Revised to restrict 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. | Unchanged from OFT1 | How many hours of professional development did you receive this year that was focused on math? Please enter whole numbers only. \_\_\_Number of hours |  |
| 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 | Added/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. | Unchanged from OFT1 | 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 |  |
| 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 | Added/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. | Unchanged from OFT1 | 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 |  |
| 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 | Added/Modified from source | How many times this year were you observed as part of teacher evaluation?  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. | Unchanged from OFT1 | How many times this year were you observed as part of teacher evaluation?  Never; Once; 2 times; 3 or 4 times; More than 4 times |  |
| 6030331 | New |  | Teaching climate | Added | How often do you communicate with the special education provider about the students in your math classes?  daily; weekly; monthly; rarely; never; not applicable | Added item via recommendation by MGLS:2017 TRP. NCES recommended removing the extra detail for “Rarely” and adding a “Not applicable” response option. | Unchanged from OFT1 | How often do you communicate with the special education provider about the students in your math classes?  1. Daily; 2. Weekly; 3. Monthly; 4. Rarely; 5. Never; 6. Not applicable |  |
| 6020101 | New |  | Curriculum/textbook used | Revised | This section focuses on the content you cover in this {CLASS\_NAME} class, as well as your teaching practices. The curriculum used for this class i? .  1. 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. | Revised | This section focuses on the content you cover in your math classes, as well as your teaching practices. The curriculum used for your math classes is…  1. Locally or district-designed | Revised to school-level and reduced burden |
| 6020102 | New |  | Curriculum/textbook used | Revised | This section focuses on the content you cover in this {CLASS\_NAME} class, as well as your teaching practices. The curriculum used for this class i? .  2. 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. | Revised | This section focuses on the content you cover in your math classes, as well as your teaching practices. The curriculum used for your math classes is…  2. State-designed | Revised to school-level and reduced burden |
| 6020103 | New |  | Curriculum/textbook used | Revised | This section focuses on the content you cover in this {CLASS\_NAME} class, as well as your teaching practices. The curriculum used for this class i? .  3. 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. | Revised | This section focuses on the content you cover in your math classes, as well as your teaching practices. The curriculum used for your math classes is…  3. Nationally-designed | Revised to school-level and reduced burden |
| 6020104 | New |  | Curriculum/textbook used | Revised | This section focuses on the content you cover in this {CLASS\_NAME} class, as well as your teaching practices. The curriculum used for this class i? .  4. Other | 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. | Revised | This section focuses on the content you cover in your math classes, as well as your teaching practices. The curriculum used for your math classes is…  4. Other | Revised to school-level and reduced burden |
| 6020105 | New |  | Curriculum/textbook used |  |  |  | Added | This section focuses on the content you cover in your math classes, as well as your teaching practices. The curriculum used for your math classes is… | Added QID for open-ended response option |
| 6021201 | New |  | Availability and use of classroom resources (calculators, computers) | 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  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Desktop or laptop  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021202 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Tablet  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Tablet  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021203 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Smartboard, or interactive whiteboard  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Smartboard, or interactive whiteboard  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021204 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Interactive TV monitor 1. Yes 2. No |  | Revised | 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 one or more of your math classes. Interactive TV monitor 1. Yes 2. No | Revised to school-level and reduced burden |
| 6021205 | New |  | Availability and use of classroom resources (calculators, computers) | 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. LCD or DLP projector  1. Yes 2. No |  | Revised | 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 one or more of your math classes. LCD or DLP projector  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021206 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Smartphone  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Smartphone  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021207 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Apps  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Apps  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021208 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Digital camera 1. Yes 2. No |  | Revised | 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 one or more of your math classes. Digital camera  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021209 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Digital video recorder  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Digital video recorder  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021210 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Graphing calculators  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Graphing calculators  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021211 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Student or audience response system for polling  1. Yes 2. No |  | Revised | 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 one or more of your math classes. Student or audience response system for polling  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021212 | New |  | Availability and use of classroom resources (calculators, computers) | Added | 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. Other  1. Yes 2. No | Added to provide additional "other" options. | Revised | 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 one or more of your math classes. Other  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021213 | New |  | Availability and use of classroom resources (calculators, computers) | Added | 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. Other  1. Yes 2. No | Added to provide additional "other" options. | Revised | 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 one or more of your math classes. Other | Revised to school-level and reduced burden |
| 6021217 | New |  | Availability and use of classroom resources (calculators, computers) | 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. No technology devices are available for use in the classroom  1. Yes 2. No |  | Revised | 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 one or more of your math classes. No technology devices are available for teacher use in the classroom  1. Yes 2. No | Revised to school-level and reduced burden. Included "teacher" use for clarity. |
| 6021301 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Desktop or laptop  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Desktop or laptop  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021302 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Tablet  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Tablet  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021303 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Smartboard, or interactive whiteboard  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Smartboard, or interactive whiteboard  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021304 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Interactive TV monitor  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Interactive TV monitor  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021305 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. LCD or DLP projector  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. LCD or DLP projector  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021306 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Smartphone  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Smartphone 1. Yes 2. No | Revised to school-level and reduced burden |
| 6021307 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Apps  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Apps  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021308 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Digital camera  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Digital camera  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021309 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Digital video recorder  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Digital video recorder  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021310 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Graphing calculators  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Graphing calculators  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021311 | New |  | Availability and use of classroom resources (calculators, computers) | 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  1. Yes 2. No |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Student or audience response system for polling  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021312 | New |  | Availability and use of classroom resources (calculators, computers) | Added | Please indicate if the following technology devices are available for student use in the classroom. Other  1. Yes 2. No | Added to provide additional "other" options. | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Other  1. Yes 2. No | Revised to school-level and reduced burden |
| 6021313 | New |  | Availability and use of classroom resources (calculators, computers) | Added | Please indicate if the following technology devices are available for student use in the classroom. Other  1. Yes 2. No | Added to provide additional "other" options. | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes. Other | Revised to school-level and reduced burden |
| 6021317 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | 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 |  | Revised | Please indicate if the following technology devices are available for student use in one or more of your math classes.  No technology devices are available for student use in the classroom | Revised to school-level and reduced burden. Included "student" use for clarity. |
| 6021401 | Modified 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) | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Practice or review mathematics topics.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Practice or review mathematics topics.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021402 | New | . | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Show work to the class in real time.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Show work to the class in real time.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021403 | Modified 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) | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Research a mathematics topic.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Research a mathematics topic.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021404 | Modified 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) | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Play games.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Play games.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021405 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Create projects.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Create projects.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021406 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Collect and analyze data.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Collect and analyze data.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021407 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Conduct or watch simulations. 1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Conduct or watch simulations. 1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 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 | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Submit assignments online.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Submit assignments online.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes |
| 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 | Unchanged from IVFT | In this {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.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Share or post their work for others to view at any time.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes |
| 6021411 | Modified 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 | Unchanged from IVFT | In this {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.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Extend mathematics learning with enrichment activities.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes |
| 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 | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Participate in online discussions.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Participate in online discussions.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes |
| 6021413 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do your students use technological resources to do each of the following? Fill free time.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do your students use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Fill free time.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduce burden. Added clarification to report average if frequency varies across classes. |
| 6021422 | Modified NAEP (Teacher, 2013, II 13) | 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. | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways students in your class use technological resources and indicate how often they use technological resources in this way. Other use 2  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways students in your math classes use technological resources and indicate how often they use technological resources in this way. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 1  2. Rarely 3. Monthly 4. Weekly 5. Daily | Added clarification to report average if frequency varies across classes. |
| 6021421 | Modified NAEP (Teacher, 2013, II 13) | 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. | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways students in your class use technological resources and indicate how often they use technological resources in this way. Other use 1  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways students in your math classes use technological resources and indicate how often they use technological resources in this way. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 1 | Added clarification to report average if frequency varies across classes. |
| 6021424 | Modified NAEP (Teacher, 2013, II 13) | 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. | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways students in your class use technological resources and indicate how often they use technological resources in this way. Other use 4  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways students in your math classes use technological resources and indicate how often they use technological resources in this way. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 2  2. Rarely 3. Monthly 4. Weekly 5. Daily | Added clarification to report average if frequency varies across classes. |
| 6021423 | Modified NAEP (Teacher, 2013, II 13) | 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. | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways students in your class use technological resources and indicate how often they use technological resources in this way. Other use 3  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways students in your math classes use technological resources and indicate how often they use technological resources in this way. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 2 | Added clarification to report average if frequency varies across classes. |
| 6021426 | Modified NAEP (Teacher, 2013, II 13) | 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. | Added QID for other specified field |  |  |  | Revised | Please list any other ways students in your math classes use technological resources and indicate how often they use technological resources in this way. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 3  2. Rarely 3. Monthly 4. Weekly 5. Daily | Added clarification to report average if frequency varies across classes. |
| 6021425 | Modified NAEP (Teacher, 2013, II 13) | 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. | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways students in your class use technological resources and indicate how often they use technological resources in this way. Other use 5  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways students in your math classes use technological resources and indicate how often they use technological resources in this way. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 3 | Added clarification to report average if frequency varies across classes. |
| 6021510 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Collaborate with other teachers.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Collaborate with other teachers.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes and specify year |
| 6021520 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Encourage student participation in class.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Encourage student participation in class.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes and specify year |
| 6021530 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Collect and analyze data for classroom examples and activities.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Collect and analyze data for classroom examples and activities.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes and specify year |
| 6021540 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Collect and analyze data for grading.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Collect and analyze assessment data for grading.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes and specify year |
| 6021521 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Other assessment activities such as formative assessments, documenting student work.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other assessment activities such as formative assessments, documenting student work.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Original QID duplicated with another item, so changed to 6021521 and specify year |
| 6021550 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Send reminders or class information to students.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Send reminders or class information to students.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden and specify year |
| 6021560 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Provide homework help or learning support outside of class.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Provide homework help or learning support outside of class.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden and specify year |
| 6021570 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Develop videos of classroom instruction.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Develop videos of classroom instruction.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden and specify year |
| 6021580 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Compile links to external resources.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Compile links to external resources.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden and specify year |
| 6021590 | New |  | Availability and use of classroom resources (calculators, computers | Unchanged from IVFT | In this {CLASS\_NAME} class this year, how often do you use technological resources to do each of the following? Distribute study tools and self-assessments.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Revised | In your math classes this year, how often do you use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Distribute study tools and self-assessments.  1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden and specify year |
| 6021522 | New |  | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways you use technological resources in this class and indicate how often you use them in this way. Other use 2 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways you use technological resources in your math classes, and indicate how often you use them in these ways. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 1 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021521 | New |  | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways you use technological resources in this class and indicate how often you use them in this way. Other use 1 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways you use technological resources in your math classes, and indicate how often you use them in these ways. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 1 | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes.. |
| 6021524 | New |  | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways you use technological resources in this class and indicate how often you use them in this way. Other use 4 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways you use technological resources in your math classes, and indicate how often you use them in these ways. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 2 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes. |
| 6021523 | New |  | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways you use technological resources in this class and indicate how often you use them in this way. Other use 3 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways you use technological resources in your math classes, and indicate how often you use them in these ways. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 2 | Revised to school-level and reduced burden. Added clarification to report average if frequency varies across classes.. |
| 6021526 | New |  | Added QID for other specified field |  |  |  | Added | Please list any other ways you use technological resources in your math classes, and indicate how often you use them in these ways. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 3 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Added QID for open-ended response option |
| 6021525 | New |  | Availability and use of classroom resources (calculators, computers | Revised | Please list any other ways you use technological resources in this class and indicate how often you use them in this way. Other use 5 frequency  2. Rarely 3. Monthly 4. Weekly 5. Daily | Revised to remove “never" because this category would not apply at this item. | Revised | Please list any other ways you use technological resources in your math classes, and indicate how often you use them in these ways. If the frequency is different for different math classes that you teach, please respond with an average across all math classes. Other use 3 | Added clarification to report average if frequency varies across classes. |
| 6021561 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | New for OFT/Modified from source New for OFT/Modified from source | New for OFT/Modified from source | Added/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.” | Revised | How easily can you access the internet in your math classes?  1. Cannot access 2. Inconsistently, often a poor connection 3. Easily, usually a good connection 4. Very easily, a strong and consistent connection | Revised to school-level and reduced burden |
| 6021562 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report Not available in report | Availability and use of classroom resources (calculators, computers | Added/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 |  | Revised | How easily can your students access the internet in your math classes?  1. Cannot access 2. Inconsistently, often a poor connection 3. Easily, usually a good connection 4. Very easily, a strong and consistent connection | Revised to school-level and reduced burden |
| 6021563 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report Not available in report | Availability and use of classroom resources (calculators, computers | Added/Modified from source | How often do you connect to the internet from your classroom?  1. Not at all; 2. Rarely; 3. Sometimes; 4. 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. | Revised | How often do you connect to the internet in your math classes?  1. Not at all; 2. Rarely; 3. Sometimes; 4. Often | Revised to school-level and reduced burden |
| 6021564 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report Not available in report | Availability and use of classroom resources (calculators, computers | Added/Modified from source | How often do your students connect to the internet from your classroom?  1. Not at all; 2. Rarely; 3. Sometimes; 4. 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. | Revised | How often do your students connect to the internet in your math classes?  1. Not at all; 2. Rarely; 3. Sometimes; 4. Often | Revised to school-level and reduced burden |
| 6021565 | Digital Teachers, Digital Principals: Transforming the Ways We Engage Students (Project Tomorrow, 2014) | Not available in report Not available in report | Availability and use of classroom resources (calculators, computers | Added/Modified from source | How often do you assign homework that requires your students connect to the internet?  1. Not at all; 2. Rarely; 3. Sometimes; 4. 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.” | Revised | In your math classes, how often do you assign homework that requires your students to connect to the internet? If the frequency is different for different math classes that you teach, please respond with an average across all math classes.  1. Not at all; 2. Rarely; 3. Sometimes; 4. Often | Revised to school-level and reduced burden |
| 6010101 | Modified TIMSS (Teacher Grade 8, 2011; 12) | How many students are in this class?. \_\_\_\_ students (write in a number) | Mathematics class size | Revised | How many students are enrolled in this class? | Intro text was missing from this question, so added here. | Unchanged from OFT1 | {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? |  |
| 6010102 | Modified 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 | Unchanged from IVFT | Please provide some information about your{CLASS\_NAME} class. Which of the following best describes this mathematics course?  1. Grade 6 general mathematics 2. Grade 6 honors mathematics 3. Grade 6 remedial mathematics 4. Grade 7 general mathematics 5. Grade 7 honors mathematics 6. Grade 7 remedial mathematics 7. Grade 8 general mathematics 8. Grade 8 honors mathematics 9. Grade 8 remedial mathematics 10. Introduction to algebra/ pre-algebra 11. Algebra 12. Algebra II 13. Geometry 14. Other |  | Unchanged from OFT1 | Please provide some information about your [CLASS NAME, PERIOD] class. Which of the following best describes this mathematics course?  1. Grade 6 general mathematics 2. Grade 6 honors mathematics 3. Grade 6 basic/remedial mathematics 4. Grade 7 general mathematics 5. Grade 7 honors mathematics 6. Grade 7 basic/remedial mathematics 7. Grade 8 general mathematics 8. Grade 8 honors mathematics 9. Grade 8 basic/remedial mathematics 10. Introduction to algebra/ pre-algebra 11. Algebra 12. Algebra II 13. Geometry.99. Other |  |
| 6010103 | Modified 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. | Added QID for other specified field |  |  |  | Added | Please provide some information about your [CLASS NAME, PERIOD] class. Which of the following best describes this mathematics course? Other | Added QID for open-ended response option |
| 6010201 | Modified ECLS-K (Teacher, Grade 5; A10f) | What percentage of students in this [CLASS NAME, PERIOD] class.Are below grade level in their mathematics skills? If none, enter "0." | Heterogeneity of student ability within the mathematics class | Revised | What percentage of students in this {CLASS\_NAME} 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. | Unchanged from OFT1 | What percentage of students in this [CLASS\_NAME, PERIOD] class are below grade level in their mathematics skills? If none, enter "0". |  |
| 6010202 | Modified ECLS-K (Teacher, Grade 5; A10g) | What percentage of students in this [CLASS NAME, PERIOD] class.Are about on grade level in their mathematics skills? If none, enter "0." | Heterogeneity of student ability within the mathematics class | Revised | What percentage of students in this [%CLASS\_NAME%] 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. | Unchanged from OFT1 | What percentage of students in this [CLASS\_NAME, PERIOD] class are about on grade level in their mathematics skills? If none, enter "0". |  |
| 6010203 | Modified ECLS-K (Teacher, Grade 5; A10h) | What percentage of students in this [CLASS NAME, PERIOD] class.Are above grade level in their mathematics skills? If none, enter "0." | Heterogeneity of student ability within the mathematics class | Revised | What percentage of students in this [%CLASS\_NAME%] 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. | Unchanged from OFT1 | What percentage of students in this [CLASS\_NAME, PERIOD] class are above grade level in their mathematics skills? If none, enter "0". |  |
| 6020200 | New |  | Curriculum/textbook used | Revised | What do you use as your primary basis for instruction for [CLASS NAME, PERIOD]?  1. Textbook (Print) 2. E-book 3. District or state educational content repository 4. Open educational resources 5. 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. | Revised | What do you use as your primary basis for instruction for this [CLASS NAME, PERIOD] class?  1. Textbook (Print) 2. E-book 3. District or state educational content repository 4. Open educational resources 5. Other | Revised for clarity |
| 6020201 | New |  |  |  |  |  | Added | What do you use as your primary basis for instruction for this [CLASS NAME, PERIOD] class?  Open educational resources | Added QID for open-ended response option |
| 6020202 | New |  |  |  |  |  | Added | What do you use as your primary basis for instruction for this [CLASS NAME, PERIOD] class?  Other | Added QID for open-ended response option |
| 6020401 | New |  | Curriculum/textbook used | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this class? Textbook (Print)  1. Yes 2. No |  | Revised | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? Textbook (Print)  1. Yes 2. No | Revised to clarify question text and specify class. |
| 6020402 | New |  | Curriculum/textbook used | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this class? E-book  1. Yes 2. No |  | Revised | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? E-book  1. Yes 2. No | Revised to clarify question text and specify class. |
| 6020403 | New |  | Curriculum/textbook used | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this class? District or state educational content repository  1. Yes 2. No |  | Revised | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? District or state educational content repository  1. Yes 2. No | Revised to clarify question text and specify class. |
| 6020404 | New |  | Curriculum/textbook used | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this class? Open educational resources  1. Yes 2. No |  | Revised | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? Open educational resources  1. Yes 2. No | Revised to clarify question text and specify class. |
| 6020407 | New |  | Curriculum/textbook used |  |  |  | Added | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? Open educational resources | Added QID for open-ended response option |
| 6020405 | New |  | Curriculum/textbook used | Unchanged from IVFT | Which of the following do you use to supplement your primary basis for instruction for this class? Other  1. Yes 2. No |  | Revised | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? Other  1. Yes 2. No | Revised to clarify question text and specify class. |
| 6020408 | New |  | Curriculum/textbook used |  |  |  | Added | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? Other | Added QID for open-ended response option |
| 6020406 | New |  | Curriculum/textbook used | Unchanged from IVFT | 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  1. Yes 2. No |  | Revised | In addition to your primary math curriculum, which of the following do you use as a supplement for this [CLASS NAME, PERIOD] class? I do not use additional resources to supplement instruction  1. Yes 2. No | Revised to clarify question text and specify class. |
| 6020203 | New |  |  |  |  |  | Added | What open educational resources do you use as your primary basis for instruction for this [CLASS NAME, PERIOD] class? | Added to determine what sources were used if the "educational resources" option was selected by teachers. |
| 6020302 | Adapted from Teacher Content Goals (TCG; Schmidt) | Publication year: \_ \_ \_ \_ Publication year: \_ \_ \_ \_ | Curriculum/textbook used | Unchanged from IVFT | Please indicate the publication year of your primary textbook, {PrimaryTextbookName}. |  | Revised | Please indicate the publication year of your primary textbook or e-book.  1. 2011 or earlier, 2. 2012, 3. 2013, 4. 2014, 5. 2015, 6. 2016, 7. 2017, 8. 2018 | Revised response options to create meaningful categories. Prior to 2012 is pre-Common Core adoption. Updated range for most recent publications. |
| 6020901 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 yea? .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 possibl? .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 clas? .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) | Revised | 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 for 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 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020902 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 period? .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 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020903 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 period? .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 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020904 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020905 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020906 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020907 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020908 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020909 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020910 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020911 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020912 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 |  |
| 6020913 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020914 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020915 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 |  |
| 6020916 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6020917 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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) | Revised | 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 for 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.  1. None 2. One or less 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. | Revised | The purpose of this item is to obtain a description of the specific mathematics 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 for 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.  1. None 2. One or less 3. 2 to 5 4. 6 to 10 5. 11 to 15 6. More than 15 | Revised “mathematic” to “mathematics” for clarity |
| 6021001 | Modified 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) | Unchanged from IVFT | These next questions ask about the teaching practices you use in this classroom. How often do the students in this {CLASS\_NAME} class. Explain how to solve a mathematics problem (either verbally or in writing).  1. Almost every day 2. Once or twice a week 3. Once or twice a month 4. Never or hardly ever |  | Unchanged from OFT1 | These 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).  1. Almost every day 2. Once or twice a week 3. Once or twice a month 4. Never or hardly ever |  |
| 6021002 | Modified 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) | Unchanged from IVFT | These next questions ask about the teaching practices you use in this classroom. How often do the students in this {CLASS\_NAME} class. 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 |  | Unchanged from OFT1 | These next questions ask about the teaching practices you use in this classroom. How often do the students in this [CLASS NAME, PERIOD] class. 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 |  |
| 6021003 | New |  | Instructional practice/pedagogy (including beliefs about importance of autonomous behavior and direct instruction) | Unchanged from IVFT | These next questions ask about the teaching practices you use in this classroom. How often do the students in this {CLASS\_NAME} class. Practice solving routine items to develop or maintain fluency.  1. Almost every day 2. Once or twice a week 3. Once or twice a month 4. Never or hardly ever |  | Unchanged from OFT1 | These next questions ask about the teaching practices you use in this classroom. How often do the students in this [CLASS NAME, PERIOD] class. Practice solving routine items to develop or maintain fluency.  1. Almost every day 2. Once or twice a week 3. Once or twice a month 4. Never or hardly ever |  |
| 6021101 | Modified Teacher as Social Context (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) | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021102 | Modified 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) | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021103 | Modified 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) | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021104 | Modified 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) | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021105 | Modified 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 | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021106 | Modified 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 | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021107 | Modified 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 | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021108 | Modified 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 | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 6021109 | Modified 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 | Unchanged from IVFT | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Unchanged from OFT1 | 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.  1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  |
| 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 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 this student's skills in the following areas, as exhibited in your class. Ability to apply mathematical concepts to "real world" problems  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed |  | Revised | 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] student's skills in the following areas, as exhibited in your class. Ability to apply mathematical concepts to "real world" problems  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed | Revised to add prefill student name |
| 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 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 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  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed |  | Revised | 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] 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  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed | Revised to add prefill student name |
| 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 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 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  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed |  | Revised | 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] 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  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed | Revised to add prefill student name |
| 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 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 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  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed |  | Revised | 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] student's skills in the following areas, as exhibited in your class. Ability to explain {his/her} reasoning in solving a problem in writing  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed | Revised to add prefill student name |
| 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 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 this student's skills in the following areas, as exhibited in your class. Ability to use representations to model mathematical ideas  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed |  | Revised | 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] student's skills in the following areas, as exhibited in your class. Ability to use representations to model mathematical ideas  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed | Revised to add prefill student name |
| 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 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 this student's skills in the following areas, as exhibited in your class. Ability to use a calculator to solve problems 1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed |  | Revised | 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] student's skills in the following areas, as exhibited in your class. Ability to use a calculator to solve problems 1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed | Revised to add prefill student name |
| 6110107 | New |  | Student math skills | Unchanged from IVFT | Please rate this student's skills in the following areas, as exhibited in your class. Ability to fluently apply math facts and procedures  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed |  | Revised | 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]this student's skills in the following areas, as exhibited in your class. Ability to fluently apply math facts and procedures  1. Outstanding 2. Very good 3. Good 4. Fair 5. Poor 6. Not applicable or not observed | Revised to add prefill student name |
| 6110110 | New |  | Student familiarity | Added | Have you taught this student math before this year?  1. Yes, 2. No | Whether teacher taught student before provides context for teacher student report | Unchanged from OFT1 | Have you taught [FILL PRELOADED STUDENT NAME] math before this year?  1. Yes, 2. No |  |
| 6110111 | New |  | Student familiarity | Added | Have you taught this student in other academic areas before this year?  1. Yes, 2. No | Whether teacher taught student before provides context for teacher student report | Unchanged from OFT1 | Have you taught [FILL PRELOADED STUDENT NAME] in other academic areas before this year?  1. Yes, 2. No |  |
| 6110201 | NCES and NIH – also in Parent survey | How often does {CHILD} wear eyeglasses or contact lenses to help {HIM/HER} see better?  Yes, No |  |  |  |  | Added | How often does [FILL PRELOADED STUDENT NAME] wear eyeglasses or contact lenses to improve {his/her} vision?  1=All/Most of the time. 2=Sometimes/Rarely. 3=Never/May not need correction. | Added per NCES and NIH request. |
| 6120101 | Modified ECLS-K (Math Teacher, Grade 5; B1 #11) | 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 | Unchanged from IVFT | 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  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior |  | Revised | For each item below, please think about this student's behavior during the past month. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior described. Organizes work  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior | Revised to add preloaded student’s name. |
| 6120102 | Modified ECLS-K (Math Teacher, Grade 5; B1 #14) | 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 | Unchanged from IVFT | 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  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior |  | Revised | For each item below, please think about this student's behavior during the past month. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior described. Appears motivated to learn new things  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior | Revised to add preloaded student’s name. |
| 6120103 | Modified ECLS-K (Math Teacher, Grade 5; B1 #15) | 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 | Unchanged from IVFT | 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  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior |  | Revised | For each item below, please think about this student's behavior during the past month. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior described. Works well independently  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior | Revised to add preloaded student’s name. |
| 6120104 | Modified ECLS-K (Math Teacher, Grade 5; B1 #21) | 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 | Unchanged from IVFT | 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  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior |  | Revised | For each item below, please think about this student's behavior during the past month. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior described. Adapts to changes in plans, requirements or routines  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior | Revised to add preloaded student’s name. |
| 6120105 | Modified ECLS-K (Math Teacher, Grade 5; B1 #23) | 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 | Unchanged from IVFT | 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  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior |  | Revised | For each item below, please think about this student's behavior during the past month. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior described. Persists in completing tasks  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior | Revised to add preloaded student’s name. |
| 6120106 | Modified ECLS-K (Math Teacher, Grade 5; B1 #24) | 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 | Unchanged from IVFT | 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  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior |  | Revised | For each item below, please think about this student's behavior during the past month. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior described. Pays attention well  1. Never 2. Sometimes 3. Often 4. Very often 5. Always 6. No opportunity to observe this behavior | Revised to add preloaded student’s name. |
| 6120201 | Modified 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 month? .Cheats or tells lies. 1. Often true 2. Sometimes true 3. Not true. | Externalizing behaviors | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often this student demonstrates the behavior. Manipulates others or lies  1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior. Manipulates others or lies  1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120202 | Modified 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 month? .Bullies or is cruel or mean to others.  1. Often true 2. Sometimes true 3. Not true. | Externalizing behaviors | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often this student demonstrates the behavior. Bullies or is cruel or mean to others 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior. Bullies or is cruel or mean to others 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120203 | Modified 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 month? .Is disobedient in class. 1. Often true 2. Sometimes true 3. Not true. | Externalizing behaviors | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often this student demonstrates the behavior. Disobeys rules 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior. Disobeys rules 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120204 | Modified 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 month? .Has sudden changes in mood or feeling. 1. Often true 2. Sometimes true 3. Not true. | Externalizing behaviors | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often this student demonstrates the behavior. Has sudden changes in mood or feeling 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior. Has sudden changes in mood or feeling 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120205 | Modified 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 month? .Argues too much. 1. Often true 2. Sometimes true 3. Not true. | Externalizing behaviors | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often this student demonstrates the behavior. Argues too much 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior. Argues too much 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120206 | Modified 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 month? .Is stubborn, sullen, or irritable.  1. Often true 2. Sometimes true 3. Not true. | Externalizing behaviors | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often this student demonstrates the behavior. Is stubborn, sullen, or irritable 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior. Is stubborn, sullen, or irritable 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120207 | Modified 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 month? .Has a strong temper or loses his or her temper easily.  1. Often true 2. Sometimes true 3. Not true. | Externalizing behaviors | Unchanged from IVFT | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED 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 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | The following are some statements that describe behaviors many students exhibit. For each item below, please think about [FILL PRELOADED STUDENT]'s behavior during the past three months. Describe how often [FILL PRELOADED STUDENT NAME]’s demonstrates the behavior. Has a strong temper or loses {his/her} temper easily 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120301 | Modified ECLS-K:2011 (2nd grade teacher-child level questionnaire; D25a) | During this school year, how often have other student? .Teased, made fun of, or called this student names.  1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often. | Victimization | 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 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | 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 [STUDENT FIRST NAME] 's 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120302 | Modified ECLS-K:2011 (2nd grade teacher-child level questionnaire; D25b) | During this school year, how often have other student? .Pushed, shoved, slapped, hit, or kicked this student. 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often. | Victimization | 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. Pushed, shoved, slapped, hit, or kicked this student 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | Next are some questions about [FILL PRELOADED STUDENT NAME]'s interactions with other students. During this school year, how often have other students. Pushed, shoved, slapped, hit, or kicked [STUDENT FIRST NAME] 's 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120303 | Modified ECLS-K:2011 (2nd grade teacher-child level questionnaire; D25c) | During this school year, how often have other student? .Told lies or untrue stories about this student.  1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often. | Victimization | 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. Told lies or untrue stories about this student 1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | Next are some questions about [FILL PRELOADED STUDENT NAME]'s interactions with other students. During this school year, how often have other students. Told lies or untrue stories about [STUDENT FIRST NAME] 's 1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120304 | Modified 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 | 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. Intentionally excluded or left out this student from socializing with them  1. Never 2. Sometimes 3. Often 4. Very often 5. Always |  | Revised | Next are some questions about [FILL PRELOADED STUDENT NAME]'s interactions with other students. During this school year, how often have other students. Intentionally excluded or left out [STUDENT FIRST NAME] 's from socializing with them  1. Never 2. Sometimes 3. Often 4. Very often 5. Always | Revised to add preloaded student’s name. |
| 6120401 | Fast Track Project Social Competence Scale - Teacher Version | 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 IVFT | Please rate each of the listed behaviors according to how well it describes this student. Resolves peer problems on {his/her} own 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well |  | Revised | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME]. Resolves peer problems on {his/her} own 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well | Revised to add preloaded student’s name. |
| 6120402 | Fast Track Project Social Competence Scale - Teacher Version | 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 IVFT | Please rate each of the listed behaviors according to how well it describes this student. Is helpful to others 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well |  | Revised | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME]. Is helpful to others 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well | Revised to add preloaded student’s name. |
| 6120403 | Fast Track Project Social Competence Scale - Teacher Version | 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 IVFT | Please rate each of the listed behaviors according to how well it describes this student. Can give suggestions and opinions without being bossy 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well |  | Revised | 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 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well | Revised to add preloaded student’s name. |
| 6120404 | Fast Track Project Social Competence Scale - Teacher Version | 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 IVFT | Please rate each of the listed behaviors according to how well it describes this student. Acts friendly toward others 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well |  | Revised | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME]. Acts friendly toward others 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well | Revised to add preloaded student’s name. |
| 6120405 | Modified 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 | Unchanged from IVFT | Please rate each of the listed behaviors according to how well it describes this student. Understands others 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well |  | Revised | Please rate each of the listed behaviors according to how well it describes [FILL PRELOADED STUDENT NAME]. Understands others 1. Not at all 2. A little 3. Moderately well 4. Well 5. Very well | Revised to add preloaded student’s name. |
| 6130101 | Modified 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 | Unchanged from IVFT | 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. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Revised | These questions ask about how [FILL PRELOADED STUDENT NAME] behaves in your classroom. Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME] In my class, [STUDENT FIRST NAME] works as hard as {he/she} can. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true | Revised to add preloaded student’s name. |
| 6130102 | Modified 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 | Unchanged from IVFT | 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. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Revised | These questions ask about how [FILL PRELOADED STUDENT NAME] behaves in your classroom. 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, [STUDENT FIRST NAME] appears involved. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true | Revised to add preloaded student’s name. |
| 6130103 | Modified 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 | Unchanged from IVFT | 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. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Revised | These questions ask about how [FILL PRELOADED STUDENT NAME] behaves in your classroom. Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME] When I explain new material, [STUDENT FIRST NAME] listens carefully. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true | Revised to add preloaded student’s name. |
| 6130104 | Modified 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 | Unchanged from IVFT | 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. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Revised | These questions ask about how [FILL PRELOADED STUDENT NAME] behaves in your classroom. Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME] In my class, [STUDENT FIRST NAME] does more than required. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true | Revised to add preloaded student’s name. |
| 6130105 | Modified 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 | Unchanged from IVFT | 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. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true |  | Revised | These questions ask about how [FILL PRELOADED STUDENT NAME] behaves in your classroom. Please indicate the extent to which each of the following statements is true for [FILL PRELOADED STUDENT NAME] When [STUDENT FIRST NAME] doesn't do well, {he/she} works harder. 1. Not at all true 2. A little bit true 3. Somewhat true 4. Mostly true 5. Very true | Revised to add preloaded student’s name. |
| 6130201 | Modified HSLS:09 (Student baseline; Sect. E, d) | How often does this studen? Go to class late?  1. Never 2. Rarely 3. Sometimes 4. Often. | School and class attendance | Unchanged from IVFT | Over the last month, how often has this student been. Late to your class. 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times |  | Revised | Next are some questions about [FILL PRELOADED STUDENT NAME] attendance. Over the last month, how often has [FILL PRELOADED STUDENT NAME] been. Late to your class? 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times | Revised to add preloaded student’s name. |
| 6130202 | Modified 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 | Unchanged from IVFT | Over the last month, how often has this student been. Absent from your class. 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times |  | Revised | Next are some questions about [FILL PRELOADED STUDENT NAME] attendance. Over the last month, how often has [FILL PRELOADED STUDENT NAME] been. Absent from your class? 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times | Revised to add preloaded student’s name. |
| 6130301 | Modified HSLS:09 (Student baseline; Sect. E, a) | How often does this studen? 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 | Unchanged from IVFT | Over the last month, how often has this student been. Come to class without completing prior assignments or homework. 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times |  | Revised | Over the last month, how often did [FILL PRELOADED STUDENT NAME]. Come to class without completing prior assignments or homework? 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times | Revised to add preloaded student’s name. |
| 6130302 | Modified 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 | Unchanged from IVFT | Over the last month, how often has this student been. Come to class without class materials (such as pencils, paper, tablet, books, or calculator). 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times |  | Revised | 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)? 1. 0 times 2. 1-2 times 3. 3-6 times 4. 7-9 times 5. 10-12 times 6. 13 or more times | Revised to add preloaded student’s name. |
| 6140101 | Modified 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 | Unchanged from IVFT | 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 1. Daily 2. 2-4 times per week 3. Weekly 4. Less than once a week 5. This student does not receive this service 6. Program or service not provided to students in this school |  | Revised | This last section asks about any special supports or opportunities [FILL PRELOADED STUDENT NAME] receives at school. 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 1. Daily 2. 2-4 times per week 3. Weekly 4. Less than once a week 5. [FILL PRELOADED STUDENTS NAME] does not receive this service 6. Program or service not provided to students in this school | Revised to add preloaded student’s name. |
| 6140102 | Modified 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 | Unchanged from IVFT | 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 1. Daily 2. 2-4 times per week 3. Weekly 4. Less than once a week 5. This student does not receive this service 6. Program or service not provided to students in this school |  | Revised | This last section asks about any special supports or opportunities [FILL PRELOADED STUDENT NAME] receives at school. 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 in mathematics 1. Daily 2. 2-4 times per week 3. Weekly 4. Less than once a week 5. [FILL PRELOADED STUDENTS NAME] does not receive this service 6. Program or service not provided to students in this school | Revised to add preloaded student’s name. |
| 6140103 | Modified 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 | Unchanged from IVFT | 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 1. Daily 2. 2-4 times per week 3. Weekly 4. Less than once a week 5. This student does not receive this service 6. Program or service not provided to students in this school |  | Revised | This last section asks about any special supports or opportunities [FILL PRELOADED STUDENT NAME] receives at school. 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 1. Daily 2. 2-4 times per week 3. Weekly 4. Less than once a week 5. [FILL PRELOADED STUDENTS NAME] does not receive this service 6. Program or service not provided to students in this school | Revised to add preloaded student’s name. |
| 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 IVFT | Have you recommended this student for academic honors, advanced placement, or honors classes?  1. Yes 2. No 4. Not applicable (no such honor available) |  | Revised | Have you recommended [FILL PRELOADED STUDENT NAME] for academic honors, advanced placement, or honors classes?  1. Yes 2. No 4. Not applicable (no such honor available) | Revised to add preloaded student’s name. |
| 6030100 | Modified 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 | Unchanged from IVFT | 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). 1. You instruct several classes of different students all or most of the day in one or more subjects (sometimes called departmentalized instruction). 2. You instruct the same group of students all or most of the day in multiple subjects (sometimes called a self-contained class). 3. 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). |  | Revised | This section asks questions about [FILL SCHOOL NAME] and your teaching. Which statement best describes the way your mathematics classes at [FILL SCHOOL NAME] are organized? 1. You instruct several classes of different students all or most of the day in one or more subjects (sometimes called departmentalized instruction). 2. You instruct the same group of students all or most of the day in multiple subjects (sometimes called a self-contained class). 3. 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). | Revised to add preloaded school name. |
| 6030261 | Modified 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 | 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? Counselor recommendation 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | In this school, how important is each of the following factors in placing a typical sixth grade student into a mathematics course? Counselor recommendation 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  |
| 6030262 | Modified 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 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  |
| 6030263 | Modified 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 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  |
| 6030264 | Modified 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 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  |
| 6030265 | Modified 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 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  |
| 6030266 | Modified 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 | 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 placement tests 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | In this school, how important is each of the following factors in placing a typical sixth 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 5. N/A |  |
| 6030267 | Modified 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 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  |
| 6030268 | Modified 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 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | 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 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  |
| 6030269 | Modified 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 | 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 and/or parent or guardian selection 1. Not at all important 2. A little important 3. Somewhat important 4. Very important 5. N/A |  | Unchanged from OFT1 | In this school, how important is each of the following factors in placing a typical sixth 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 5. N/A |  |
| 6030391 | Study of Instructional Improvement Teacher and School Leader Surveys | New for OFT/Modified from source New for OFT/Modified from source | New for OFT/Modified from source | Added/Modified from source | The next set of questions is about use of assessment data in this school. a. Teachers in this school regularly use assessment data to inform instructional decisions. 1 strongly disagree to 6 strongly agree | Added 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. | Revised | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]. In your math classes, how often do you use a formal assessment in MATH for the following purposes? a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom Never. Once per year. Twice per year. 3-4 times per year. 5-8 times per year. 1-2 times per month. 3-4 times per month. | Revised to capture more variance and align with ECLS-K and specify math classes |
| 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 assessmen? 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 session? Not at all.To a small extent.To a moderate extent.To a great extent | Teaching climate | Added | The next set of questions is about use of assessment data in this school. b. I use assessment data to keep track of my struggling students. 1 strongly disagree to 6 strongly agree | Added 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. | Revised | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]. In your math classes, how often do you use a formal assessment in MATH for the following purposes? b. To monitor each student's progress on specific skills over the school year Never. Once per year. Twice per year. 3-4 times per year. 5-8 times per year. 1-2 times per month. 3-4 times per month. | Revised to capture more variance and align with ECLS-K and specify math classes |
| 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 | Added | The next set of questions is about use of assessment data in this school. c. I regularly use assessment data to inform my instruction. 1 strongly disagree to 6 strongly agree | Added 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. | Revised | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]. In your math classes, how often do you use a formal assessment in MATH for the following purposes? c. To identify the deficits in specific skills of struggling students. Never. Once per year. Twice per year. 3-4 times per year. 5-8 times per year. 1-2 times per month. 3-4 times per month. | Revised to capture more variance and align with ECLS-K and specify math classes |
| 6030394 | 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 |  |  |  | Added | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]. In your math classes, how often do you use a formal assessment in MATH for the following purposes? d. To monitor the progress of students who fall below benchmark levels Never. Once per year. Twice per year. 3-4 times per year. 5-8 times per year. 1-2 times per month. 3-4 times per month | Added to capture more variance and align with ECLS-K and specify math classes |
| 6030395 | 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 |  |  |  | Added | The next set of questions is about use of assessment data in [FILL SCHOOL NAME]. In your math classes, how often do you use a formal assessment in MATH for the following purposes? e. To determine whether students need placement in a more or less intensive level of instruction. Never. Once per year. Twice per year. 3-4 times per year. 5-8 times per year. 1-2 times per month. 3-4 times per month | Added to capture more variance and align with ECLS-K and specify math classes |
| 6030401 | Modified 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 schoo? .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 | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030402 | Modified 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 schoo? .Communicates a clear vision for our school. . 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Communicates a clear vision for our school 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Communicates a clear vision for our school 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030403 | Modified 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 schoo? .Sets high standards for teachin?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Sets high standards for teaching 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Sets high standards for teaching 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030404 | Modified 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 schoo? .Understands how students lear?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Understands how students learn 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Understands how students learn 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030405 | Modified 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 schoo? .Sets high standards for student learnin?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Sets high standards for student learning 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Sets high standards for student learning 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030406 | Modified 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 schoo? .Presses teachers to implement what they have learned in professional developmen?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Presses teachers to implement what they have learned in professional development 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Presses teachers to implement what they have learned in professional development 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030407 | Modified 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 schoo? .Carefully tracks student academic progres?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Carefully tracks student academic progress 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Carefully tracks student academic progress 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030408 | Modified 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 schoo? .Knows what's going on in my classroo?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Knows what's going on in my classroom 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Knows what's going on in my classroom 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030409 | Modified 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 schoo? .Actively monitors the quality of teaching in this schoo?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Instructional leadership | 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. Actively monitors the quality of teaching in this school 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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. Actively monitors the quality of teaching in this school 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030501 | Modified 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 schoo? .Believe all students can do well . 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Teaching climate | 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. Believe all students can do well 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030502 | Modified 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 schoo? .Have given up on their students . 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Teaching climate | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030503 | Modified 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 schoo? .Care only about the smart students. 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Teaching climate | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030504 | Modified 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 schoo? .Expect very little from students . 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Teaching climate | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030505 | Modified 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 schoo? .Work hard to make sure all students are learning . 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Teaching climate | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Unchanged from OFT1 | 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 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  |
| 6030601 | Modified CCSR Program Coherence Scale (Instructional Coherence) | To what extent do you disagree or agree with the following? ? Select one response per ro? .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 | Unchanged from IVFT | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Revised | To what extent do you disagree or agree with the following statements about teaching at [FILL SCHOOL NAME]? Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030602 | Modified CCSR Program Coherence Scale (Instructional Coherence) | To what extent do you disagree or agree with the following? ? Select one response per ro? .There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this schoo?  1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. | Teaching climate | Unchanged from IVFT | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Revised | To what extent do you disagree or agree with the following statements about teaching at [FILL SCHOOL NAME]? 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. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030701 | Modified ECLS-K (Teacher, Grade 5; 22b) | Please indicate the extent to which you agree with each of the following statements about your school's climat? .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 | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised 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. | Revised | How much do you 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030702 | Modified ECLS-K (Teacher, Grade 5; 22c) | Please indicate the extent to which you agree with each of the following statements about your school's climat? .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 | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised 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. | Revised | How much do you 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030703 | Modified ECLS-K (Teacher, Grade 5; 22d) | Please indicate the extent to which you agree with each of the following statements about your school's climat? .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 | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised 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. | Revised | How much do you agree with each of the following statements about [FILL SCHOOL NAME] I feel accepted and respected as a colleague by most staff members. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030704 | Modified ECLS-K (Teacher, Grade 5; 22e) | Please indicate the extent to which you agree with each of the following statements about your school's climat? .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 | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised 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. | Revised | How much do you agree with each of the following statements about [FILL SCHOOL NAME] Teachers in this school are continually learning and seeking new ideas. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030705 | Modified ECLS-K (Teacher, Grade 5; 22f) | Please indicate the extent to which you agree with each of the following statements about your school's climat? .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 | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised 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. | Revised | How much do you 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030801 | Modified TIMSS (Teacher Grade 8, 2011; 7b) | Thinking about your current school, indicate the extent to which you agree or disagree with the following statement? .I feel safe at this schoo?  1. Agree a lot 2. Agree a little 3. Disagree a little 4. Disagree a lot. | School climate | Unchanged from IVFT | Indicate the extent to which you disagree or agree with each of the following statements about your school. I feel safe at this school. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030802 | Modified TIMSS (Teacher Grade 8, 2011; 7c) | Thinking about your current school, indicate the extent to which you agree or disagree with the following statement? .This school's security policies and practices are sufficien?  1. Agree a lot 2. Agree a little 3. Disagree a little 4. Disagree a lot. | School climate | Unchanged from IVFT | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6030803 | Modified TIMSS (Teacher Grade 8, 2011; 7e) | Thinking about your current school, indicate the extent to which you agree or disagree with the following statement? .The students are respectful of the teacher?  1. Agree a lot 2. Agree a little 3. Disagree a little 4. Disagree a lot. | School climate | Unchanged from IVFT | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree |  | Revised | 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. 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree | Revised to add preloaded school name. |
| 6010300 | Modified 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 | Unchanged from IVFT | At this point in the school year, how would you rate the behavior of the students in this class?  1. Group misbehaves very frequently and is almost always difficult to handle. 2. Group misbehaves frequently and is often difficult to handle. 3. Group misbehaves occasionally. 4. Group behaves well. 5. Group behaves exceptionally well. |  | Revised | At this point in the school year, how would you rate the behavior of the students in your math classes?  1. Group misbehaves very frequently and is almost always difficult to handle. 2. Group misbehaves frequently and is often difficult to handle. 3. Group misbehaves occasionally. 4. Group behaves well. 5. Group behaves exceptionally well. | Revised to school-level and reduced burden |
| 6030900 | New |  | School's technology policies and practices | Unchanged from IVFT | Does this school lend or provide computers, tablets or similar devices to individual students?  1. Yes 2. No |  | Revised | The next two questions ask about your school's technology policies and practices. Does [FILL SCHOOL NAME] lend or provide computers, tablets or similar devices to individual students?  1. Yes 2. No | Revised to add preloaded school name. |
| 6031000 | New |  | School's technology policies and practices | Unchanged from IVFT | Thinking about students, is this a bring your own device (BYOD) school?  1. Yes 2. No |  | Unchanged from OFT1 | Thinking about students, is this a bring your own device (BYOD) school?  1. Yes 2. No |  |
| 6020301 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | 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.Othe? |  | Dropped |  | Dropped to reduce burden |
| 6020303 | Adapted from Teacher Content Goals (TCG; Schmidt) | Please specify the grade level(s) of book used. Grade 5.Grade 6.Grade 7.Grade 8.Grade 9. | Curriculum/textbook used | Unchanged from IVFT | Please indicate the grade level of your primary textbook {PrimaryTextbookName}.  1. Grade 5 2. Grade 6 3. Grade 7 4. Grade 8 5. Grade 9 6. Not applicable |  | Dropped |  | Dropped to reduce burden |
| 6020501 | Modified from source | Publication year: \_ \_ \_ \_ Publication year: \_ \_ \_ \_ | Curriculum/textbook used | Revised | Please indicate the publication year of [SUPPLEMENTARY TEXTBOOK].  Publication Year | Revised by adding "supplemental textbook" for consistency with the primary textbook question. | Dropped |  | Dropped to reduce burden |
| 6020502 | Modified from source | Please specify the grade level(s) of book used. Grade 5.Grade 6.Grade 7.Grade 8.Grade 9 | Curriculum/textbook used | Revised | Please indicate the grade level of [FILL SUPPLEMENTAL TEXTBOOK NAME from B05].  1. Grade 5 2. Grade 6 3. Grade 7 4. Grade 8 5. Grade 9 6. Not applicable | Revised by adding "supplemental textbook" for consistency with the primary textbook question. | Dropped |  | Dropped to reduce burden |
| 6020600 | New |  | Opportunities to learn (length of course) | Unchanged from IVFT | How many weeks per year is the class held? |  | Dropped |  | Dropped to reduce burden |
| 6020700 | New |  | Opportunities to learn (length of course) | Unchanged from IVFT | How many days per week is the class typically held?  1. One day 2. Two days 3. Three days 4. Four days 5. Five days 6. Six days |  | Dropped |  | Dropped to reduce burden |
| 6020800 | New |  | Opportunities to learn (length of course) | Unchanged from IVFT | How many minutes per day is the class typically held? |  | Dropped |  | Dropped to reduce burden |
| 6021214 | New |  | Availability and use of classroom resources (calculators, computers) | Added | 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. Other 1. Yes 2. No | Added to provide additional "other" options. | Dropped |  | Dropped to reduce burden |
| 6021215 | New |  | Availability and use of classroom resources (calculators, computers) | Added | 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. Other 1. Yes 2. No | Added to provide additional "other" options. | Dropped |  | Dropped to reduce burden |
| 6021216 | New |  | Availability and use of classroom resources (calculators, computers) | 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. Other 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6021314 | New |  | Availability and use of classroom resources (calculators, computers) | Added | Please indicate if the following technology devices are available for student use in the classroom. Other 1. Yes 2. No | Added to provide additional "other" options. | Dropped |  | Dropped to reduce burden |
| 6021315 | New |  | Availability and use of classroom resources (calculators, computers) | Added | Please indicate if the following technology devices are available for student use in the classroom. Other 1. Yes 2. No | Added to provide additional "other" options. | Dropped |  | Dropped to reduce burden |
| 6021316 | New |  | Availability and use of classroom resources (calculators, computers) | Unchanged from IVFT | Please indicate if the following technology devices are available for student use in the classroom. Other 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 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 | Unchanged from IVFT | In this {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. 1. Never 2. Rarely 3. Monthly 4. Weekly 5. Daily |  | Dropped |  | Dropped to reduce burden |
| 6025010 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Algebra 1; Glencoe / McGraw-Hill 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025020 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Algebra 1; McDougal Littell / Houghton Mifflin 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025030 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Algebra; Prentice Hall 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025040 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Big Ideas Math Common Core; Houghton Mifflin Harcourt 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025050 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Connected Mathematics Program (CMP) 2 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025060 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Connected Mathematics Program (CMP) 3 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025070 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Contemporary Mathematics in Context; Glencoe / McGraw-Hill 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025080 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Everyday Mathematics (UCSMP); Everyday Learning 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025090 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Geometry; Holt 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025100 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Glencoe Math Common Core Edition Course 2 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025110 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Glencoe Math Course 1 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025120 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | 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 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025130 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | 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 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025140 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | 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 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025150 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Go Math!; Houghton Mifflin Harcourt 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025160 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Holt Algebra I; Holt, McDougal 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025170 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Holt Mathematics Course 1; Holt, Rinehart & Winston 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025180 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Holt Mathematics Course 2; Holt, Rinehart & Winston 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025190 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Holt Mathematics Course 3; Holt, Rinehart & Winston 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025200 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | 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 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025210 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | 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 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025220 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | 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 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025230 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Holt Pre-Algebra; Holt, Littell 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025240 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Holt Pre-Algebra; Holt, McDougal 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025250 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Impact Mathematics Course 1; Glencoe/McGraw-Hill 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025260 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Impact Mathematics Course 2; Glencoe/McGraw-Hill 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025270 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Impact Mathematics Course 3; Glencoe/McGraw-Hill 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025280 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Integrated Mathematics; McDougal Littell / Houghton Mifflin 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025290 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Math Connects Common Core Edition Course 2 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025300 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Math Investigations; Pearson/TERC 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025310 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Math; Harcourt, Brace, Jovanovich 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025320 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Math; Scott Foresman 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025330 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Pre-Algebra; Glencoe/McGraw-Hill 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025340 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Prentice Hall Mathematics Common Core; Pearson 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025350 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Saxon Math 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025360 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Trailblazers; Kendall Hunt 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6025370 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Revised | What additional textbooks or e-books do you use to supplement your instruction? Other 1. Yes 2. No | Revised to provide additional "other" options. | Dropped |  | Dropped to reduce burden |
| 6025380 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Revised | What additional textbooks or e-books do you use to supplement your instruction? Other 1. Yes 2. No | Revised to provide additional "other" options. | Dropped |  | Dropped to reduce burden |
| 6025390 | Adapted from Teacher Content Goals (TCG; Schmidt) | 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 | Unchanged from IVFT | What additional textbooks or e-books do you use to supplement your instruction? Other 1. Yes 2. No |  | Dropped |  | Dropped to reduce burden |
| 6030301 | Modified Math and Science Partnership - Motivation Assessment Program (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 | 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 1. Not at all confident 2. A little confident 3. Somewhat confident 4. Mostly confident 5. Very confident. |  | Dropped |  | Dropped to reduce burden |
| 6030302 | Modified Math and Science Partnership - Motivation Assessment Program (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 | Unchanged from IVFT | Please indicate how confident you are for each of the following statements about your teaching. I am confident that I can. Explain to students how to do complex mathematics problems 1. Not at all confident 2. A little confident 3. Somewhat confident 4. Mostly confident 5. Very confident. |  | Dropped |  | Dropped to reduce burden |
| 6030303 | Modified Math and Science Partnership - Motivation Assessment Program (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 | Unchanged from IVFT | Please indicate how confident you are for each of the following statements about your teaching. I am confident that I can. Skillfully teach all the concepts covered in the mathematics curriculum 1. Not at all confident 2. A little confident 3. Somewhat confident 4. Mostly confident 5. Very confident. |  | Dropped |  | Dropped to reduce burden |
| 6030304 | Modified Math and Science Partnership - Motivation Assessment Program (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 | Unchanged from IVFT | Please indicate how confident you are for each of the following statements about your teaching. I am confident that I can. Help students master difficult concepts in mathematics 1. Not at all confident 2. A little confident 3. Somewhat confident 4. Mostly confident 5. Very confident. |  | Dropped |  | Dropped to reduce burden |
| 6030305 | Modified Math and Science Partnership - Motivation Assessment Program (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 | Unchanged from IVFT | Please indicate how confident you are for each of the following statements about your teaching. I am confident that I can. Help all students make significant improvements in mathematics 1. Not at all confident 2. A little confident 3. Somewhat confident 4. Mostly confident 5. Very confident. |  | Dropped |  | Dropped to reduce burden |
| 6030306 | Modified Math and Science Partnership - Motivation Assessment Program (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 | Unchanged from IVFT | Please indicate how confident you are for each of the following statements about your teaching. 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. A little confident 3. Somewhat confident 4. Mostly confident 5. Very confident. |  | Dropped |  | Dropped to reduce burden |
| 6030307 | Modified Math and Science Partnership - Motivation Assessment Program (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 | Unchanged from IVFT | Please indicate how confident you are for each of the following statements about your teaching. I am confident that I can. Help students who have failed math in the past make significant progress 1. Not at all confident 2. A little confident 3. Somewhat confident 4. Mostly confident 5. Very confident. |  | Dropped |  | Dropped to reduce burden |

# MS1 Special Education Teacher Survey Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **OFT1 Status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **MS1 Status** | **MS1 Wording with Response Options** | **MS1 Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | 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 |  | Unchanged from OFT1 | 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 |  |
| 7010101 | 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 |  |  |  | Added | Other Specify | Added QID for other specify |
| 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 | 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 |  | Unchanged from OFT1 | 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 |  |
| 7010202 | 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 |  |  |  | Added | Other Specify | Added QID for other Specify |
| 7010203 | New |  | Screener | Added | First, however, we would like you to confirm whether you do in fact teach (or provide services to) student(s) at your school who were selected to participate in MGLS:2017.  Have you served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2017-18)?  Yes, and I am the current teacher or special education provider for [STUDENT NAME].Yes, although I am not currently the teacher or special education provider for [STUDENT NAME].No | Added to confirm that information received from the school is still correct for this student | Unchanged from OFT1 | First, however, we would like you to confirm whether you do in fact teach (or provide services to) student(s) at your school who were selected to participate in MGLS:2017. Have you served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2017-18)? Yes, and I am the current teacher or special education provider for [STUDENT NAME].Yes, although I am not currently the teacher or special education provider for [STUDENT NAME].No |  |
| 7010204 | New |  | Screener | Added | First, however, we would like you to confirm whether you do in fact teach (or provide services to) student(s) at your school who were selected to participate in MGLS:2017.  In what month and year did you last serve as the teacher or special education provider for [STUDENT NAME]?  Month/Year  Month/Year | Added to confirm that information received from the school is correct for this student. | Unchanged from OFT1 | First, however, we would like you to confirm whether you do in fact teach (or provide services to) student(s) at your school who were selected to participate in MGLS:2017. In what month and year did you last serve as the teacher or special education provider for [STUDENT NAME]? Month/Year |  |
| 7010205 | New |  | Screener | Added | First, however, we would like you to confirm whether you do in fact teach (or provide services to) student(s) at your school who were selected to participate in MGLS:2017.  Has anyone else at your school served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2017-18)?  1. Yes.2. No | Added to confirm that information received from the school is correct for this student. | Unchanged from OFT1 | First, however, we would like you to confirm whether you do in fact teach (or provide services to) student(s) at your school who were selected to participate in MGLS:2017. Has anyone else at your school served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2017-18)? 1. Yes.2. No |  |
| 7010206 | New |  |  |  |  |  | Added | What is the name of the special education teacher or special education provider for [STUDENT NAME]? | Added for respondent identification. |
| 7040210 | New |  | Student grade and IEP status |  |  |  | Added | Are you a member of this student's IEP team? 1. Yes.2. No | Added at request of NCSER. Teacher may not have been involved in the IEP. |
| 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 | Unchanged from IVFT | Is {STUDENTNAME} currently receiving gifted/talented services or has {STUDENTNAME} received such services during this school year? 0. No.1. Yes |  | Unchanged from OFT1 | These first questions are about [STUDENT NAME]'s individualized services and grade. Is {STUDENTNAME} currently receiving gifted/talented services or has {STUDENTNAME} received such services during this school year? 1. Yes.2. No |  |
| 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 IVFT | Is {STUDENTNAME} currently receiving special education services through an IEP, due to a disability, or has {STUDENTNAME} received such services during this school year? 0. No.1. Yes |  | Unchanged from OFT1 | Is {STUDENTNAME} currently receiving special education services based on an IEP or has {STUDENTNAME} received such services during this school year? 1. Yes.2. No |  |
| 7040301 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  3) | 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 | Revised | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide instruction directly to the student? 1. Yes.2. No | Revised 'select yes or no on each row' to 'select all that apply' to reduce screen text and respondent burden. | Unchanged from OFT1 | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide instruction directly to the student? 1. Yes.2. No |  |
| 7040302 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  3) | 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 | Revised | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide related services directly to the student? 1. Yes.2. No | Revised 'select yes or no on each row' to 'select all that apply' to reduce screen text and respondent burden. | Unchanged from OFT1 | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide related services directly to the student? 1. Yes.2. No |  |
| 7040303 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  3) | 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 | Revised | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide consultation services directly to the student? 1. Yes.2. No | Revised 'select yes or no on each row' to 'select all that apply' to reduce screen text and respondent burden. | Unchanged from OFT1 | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide consultation services directly to the student? 1. Yes.2. No |  |
| 7040304 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  3) | 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 | Revised | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide indirect consultation services (e.g., consultation to the student's teacher)? 1. Yes.2. No | Revised 'select yes or no on each row' to 'select all that apply' to reduce screen text and respondent burden. | Unchanged from OFT1 | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide indirect consultation services (e.g., consultation to the student's teacher)? 1. Yes.2. No |  |
| 7040305 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  3) | 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 | Revised | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide case management? 1. Yes.2. No | Revised 'select yes or no on each row' to 'select all that apply' to reduce screen text and respondent burden. | Unchanged from OFT1 | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Provide case management? 1. Yes.2. No |  |
| 7040306 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  3) | 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 | Revised | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Other 1. Yes.2. No | Revised 'select yes or no on each row' to 'select all that apply' to reduce screen text and respondent burden. | Dropped |  | Dropped to reduce burden |
| 7040307 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  3) | 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 | Added | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Other Specify | Added to determine if additional categories needed. | Dropped |  | Dropped to reduce 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 | Revised | In which grade is {STUDENTNAME} enrolled? 1. Sixth grade.2. Seventh grade.3. Eighth grade.4. Ninth grade.5. This is an ungraded classroom | Revised to only ask about grade 6 and ungraded classroom. Removed all other response options. For OFT1 and 6th grade MS1, only asking about grade 6. | Unchanged from OFT1 | In which grade is {STUDENTNAME} enrolled? 1. Sixth grade .2. This is an ungraded classroom |  |
| 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 | Revised | When did {STUDENTNAME} 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 | Revised to only ask before or during grade 6 and retain a 'don't know response option. All other response options have been removed. For OFT1 and 6th grade MS1, only asking about grade 6. | Unchanged from OFT1 | When did {STUDENTNAME} first have an IEP? 1. Before sixth grade .2. During sixth grade .3. Don't know |  |
| 7040600 | New |  | Student grade and IEP status | Unchanged from IVFT | Is this {STUDENTNAME}'s first year enrolled at this school? 1. Yes.2. No.3. Don't know |  | Unchanged from OFT1 | Is this {STUDENTNAME}'s first year enrolled at this school? 1. Yes.2. No.3. Don't know |  |
| 7040700 | Modified ECLS- K:2011  (Kindergarten Special Education Teacher B; Spring 2011;  6) | 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 | Unchanged from IVFT | To what extent were you involved in planning the transition from the previous school's special education program for {STUDENTNAME}? 1. Not at all.2. Somewhat.3. Extensively |  | Unchanged from OFT1 | To what extent were you involved in planning the transition from the previous school's special education program for {STUDENTNAME}? 1. Not at all.2. Somewhat.3. Extensively |  |
| 7040800 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | 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 | Revised | To what extent did you communicate with the person who provided special education for {STUDENTNAME} at {HISHER} previous school? 1. Not at all.2. Somewhat.3. Extensively | Revised the stem from "his or her" to be a fill "[HIS/HER]" to improve the flow of the question. | Unchanged from OFT1 | To what extent did you communicate with the person who provided special education for {STUDENTNAME} at {HIS/HER} previous school? 1. Not at all.2. Somewhat.3. Extensively |  |
| 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 | Revised | Have you reviewed {STUDENTNAME}'s records related to special education services provided before this school year? 1. Yes.2. No, I do not have access to the records.3. No, I have access to the records, but have not reviewed them | Revised to remove instruction as it is not needed since the nature of radio buttons allows only one item to be selected. | Unchanged from OFT1 | Have you reviewed {STUDENTNAME}'s records related to special education services provided before this school year? 1. Yes.2. No, I do not have access to the records.3. No, I have access to the records, but have not reviewed them |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Psychological 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Psychological 1. Yes.2. No |  |
| 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? | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Social work services 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Social work services 1. Yes.2. No |  |
| 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? | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Behavioral 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Behavioral 1. Yes.2. No |  |
| 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? . . .b. Speech/language .. MARK YES NO ON EACH ROW. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Speech/language 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Speech/language 1. Yes.2. No |  |
| 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? . . .c. Vision .. MARK YES NO ON EACH ROW.  1. Yes.2. No. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Vision 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Vision 1. Yes.2. No |  |
| 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? . . .d. Hearing .. MARK YES NO ON EACH ROW. 1. Yes.2. No. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Hearing 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Hearing 1. Yes.2. No |  |
| 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? . . .e. Learning style .. MARK YES NO ON EACH ROW.  1. Yes.2. No. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Learning style 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Learning style 1. Yes.2. No |  |
| 7080108 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 25) | 1. Yes.2. N 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 NO ON EACH ROW.  1. Yes.2. No. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Motor skills 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Motor skills 1. Yes.2. No | . |
| 7080109 | 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 NO ON EACH ROW.  1. Yes.2. No. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Academics 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Academics 1. Yes.2. No |  |
| 7080110 | 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 NO ON EACH ROW.  1. Yes.2. No. | IEP goals and evaluation | Revised | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Other 1. Yes.2. No | Revised item response options from Yes/No format for each item to "Select all that apply" to reduce screen text and respondent burden. | Unchanged from OFT1 | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Other (please specify) 1. Yes.2. No | . |
| 7080111 | 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?  Yes/No check boxes  a. Psychological  b. Speech/language  c. Vision  d. Hearing  e. Learning style  f. Motor skills  g. Academics  h. Other (PLEASE SPECIFY) | IEP goals and evaluation |  |  |  | Added | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Other Specify | Added other specify field. |
| 7080112 | 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?  Yes/No check boxes  a. Psychological  b. Speech/language  c. Vision  d. Hearing  e. Learning style  f. Motor skills  g. Academics  h. Other (PLEASE SPECIFY) | IEP goals and evaluation |  |  |  | Added | Next we would like to know about this student’s disability and the services {STUDENTNAME} may receive.  During this school year, has {STUDENTNAME} received formal individual evaluations in any of the following areas for purposes of developing IEP goals? Don't Know 1. Yes.2. No | Added Don’t know option. |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Speech or language impairments 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options 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. | Unchanged from OFT1 | 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? Speech or language impairments 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Specific learning disabilities 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. | Unchanged from OFT1 | 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? Specific learning disabilities 1. Yes.2. No |  |
| 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 NO ON EACH ROW.. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Emotional disturbance 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.  Revised response options 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. | Unchanged from OFT1 | 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? Emotional disturbance 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Intellectual disability 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. | Unchanged from OFT1 | 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? Intellectual disability 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Visual impairments (including blindness) 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options 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. | Unchanged from OFT1 | 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? Visual impairments (including blindness) 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Hearing impairments (including deafness) 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options 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. | Unchanged from OFT1 | 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? Hearing impairments (including deafness) 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Orthopedic impairments 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. | Unchanged from OFT1 | 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? Orthopedic impairments 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Other 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response option from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. Revised “Please specify” wording for clarity. | Unchanged from OFT1 | 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? Other health impairments (specify: What are the other health impairments the student receives services for?) 1. Yes.2. No |  |
| 7050113 | 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? | Special education and related services |  |  |  | Added | 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? Other Specify | Added other specify field. |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Autism 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options 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. | Unchanged from OFT1 | 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? Autism 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Traumatic brain injury 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. | Unchanged from OFT1 | 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? Traumatic brain injury 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Deaf-blindness 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response options from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. | Unchanged from OFT1 | 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? Deaf-blindness 1. Yes.2. No |  |
| 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 NO ON EACH ROW. 1. Yes.2. No. | Special education and related services | Revised | 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 {STUDENT SEX} disabilities? Multiple disabilities (students included in this category should be those who have more than one severe disability which does not include deaf-blindness) 1. Yes.2. No | Revised stem to include [HIS/HER] fills to improve the flow of the question.    Revised response option from 'select one per row' to 'select all that apply' to reduce the text on the screen and respondent burden. Revised “Please specify” wording for clarity. | Unchanged from OFT1 | 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? 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) 1. Yes.2. No |  |
| 7050114 | 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). | Special education and related services |  |  |  | Added | 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? Other Specify | Added other specify field. |
| 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 | Revised | What is {STUDENTNAME}'s primary disability as identified on {HISHER} IEP? Please select the category below into which the student's primary disability fits best. Select one only. 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.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) | Revised language in accordance with IDEA, removed the letter "s" from the word "impairments" throughout the response options. 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. | Unchanged from OFT1 | 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 |  |
| 7050201 | 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. | Student primary disability |  |  |  | Added | Other health impairment (please specify) | Added other specify field for health impairments |
| 7050202 | 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. | Student primary disability |  |  |  | Added | Multiple disabilities (please specify) | Added other specify field for multiple primary disabilities |
| 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 | Revised | Has {STUDENTNAME} received any special education or related services because of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)? 1. Yes.2. No | Revised question wording from “this student” to fill with the preloaded student name | Unchanged from OFT1 | Has {STUDENTNAME} received any special education or related services because of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)? 1. Yes.2. No |  |
| 7050401 | 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.. Academics. | IEP goals and evaluation | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Academics | Revised question wording for clarity. | Dropped |  | Dropped and added to the intro text field. |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Mathematics 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Mathematics 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Language Arts 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Language Arts 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Science 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Science 1. Yes.2. No |  |
| 7050405 | 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. | IEP goals and evaluation | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Social Studies 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Social Studies 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Auditory processing 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Auditory processing 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Listening comprehension 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Listening comprehension 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Oral expression 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Oral expression 1. Yes.2. No |  |
| 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 | Revised | Consider 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 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider 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 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Language pragmatics 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Language pragmatics 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Social skills 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Social skills 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Behavior regulation 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Behavior regulation 1. Yes.2. No |  |
| 7050415 | 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. | IEP goals and evaluation | Revised | Consider 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 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider 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 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Adaptive behavior or self-help skills 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Adaptive behavior or self-help skills 1. Yes.2. No |  |
| 7050418 | 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. | IEP goals and evaluation | Revised | Consider 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 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider 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 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Reading 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Reading 1. Yes.2. No |  |
| 7050420 | 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. | IEP goals and evaluation | Revised | Consider 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 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider 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 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Fine motor skills 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Fine motor skills 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Gross motor skills 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Gross motor skills 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Orientation and mobility 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Orientation and mobility 1. Yes.2. No |  |
| 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 | Revised | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Other 1. Yes.2. No | Revised question wording for clarity. | Unchanged from OFT1 | Consider the IEP goals for [STUDENT NAME] during this school year. Select all of the areas in which this student has IEP goals. Other 1. Yes.2. No |  |
| 7050426 | 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 |  |  |  | Added | Which of the following best describe(s) the IEP goals for {STUDENTNAME} during this school year? Select all of the areas in which this student has IEP goals. Other Other Specify | Added other specify field |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Audiology 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Audiology 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Counseling services 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Counseling services 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Occupational therapy 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Occupational therapy 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Physical therapy 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Physical therapy 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Psychological services 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Psychological services 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Health services 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Health services 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Social work services 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Social work services 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Special transportation 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Special transportation 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Speech or language therapy 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Speech or language therapy 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Orientation services 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Orientation and mobility services 1. Yes.2. No | Revised for clarity. Orientation and mobility services are delivered together, not separately, so 7050510 and 7050511 combined. |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Rehabilitation services 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Rehabilitation services 1. Yes.2. No |  |
| 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Other 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden | Unchanged from OFT1 | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Other 1. Yes.2. No |  |
| 7050514 | 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) | Special education and related services |  |  |  | Added | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year?  Other Specify | Added QID to other specify field |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Adaptive physical education 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Adaptive physical education 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Assistance from classroom aides or paraprofessionals (e.g., teacher aide, behavioral assistant, special education aide) 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Assistance from classroom aides or paraprofessionals (e.g., teacher aide, behavioral assistant, special education aide) 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? .Interpreter for the deaf or hard of hearing (oral or sign) 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Interpreter for the deaf or hard of hearing (oral or sign) 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Materials provided in Braille or Nemeth code to support learning/instruction 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Materials provided in Braille or Nemeth code to support learning/instruction 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Student was taught how to use Braille and/or the Nemeth code 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Student was taught how to use Braille and/or the Nemeth code 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Instruction provided in American Sign Language 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Instruction provided in American Sign Language 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Student was taught how to use American Sign Language 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Student was taught how to use American Sign Language 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Instruction provided in Manual English 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Instruction provided in Manual English 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Student was taught how to use Manual English 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Student was taught how to use Manual English 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Instruction provided in Cued Speech 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Instruction provided in Cued Speech 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Student was taught how to use Cued Speech 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Student was taught how to use Cued Speech 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Mental health services, personal/group counseling, therapy, or psychiatric care provided to the student 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Mental health services, personal/group counseling, therapy, or psychiatric care provided to the student 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Tutoring/remediation from special education teacher 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Tutoring/remediation from special education teacher 1. Yes.2. No |  |
| 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Training, counseling, and other supports/services provided to this student's family 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Training, counseling, and other supports/services provided to this student's family 1. Yes.2. No |  |
| 7050615 | 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 NO ON EACH ROW. | Special education and related services | Unchanged from IVFT | Has {STUDENTNAME} received any of the following? Assistive technology 1. Yes.2. No |  | Unchanged from OFT1 | Has {STUDENTNAME} received any of the following during the school year? Assistive technology 1. Yes.2. No |  |
| 7050616 | 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 NO ON EACH ROW. |  |  |  |  | Added | Has {STUDENTNAME} received any of the following during the school year? Other 1. Yes.2. No | Added other specify response option |
| 7050617 | 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 NO ON EACH ROW. |  |  |  |  | Added | Has {STUDENTNAME} received any of the following during the school year? Other Specify | Added other specify field |
| 7060100 | Modified ECLS-K:2011 (Kindergarten Special Education Teacher B, Spring 2011; 15) | 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 | Unchanged from IVFT | Which of the following best describes {STUDENTNAME}'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 |  | Unchanged from OFT1 | Which of the following best describes {STUDENTNAME}'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 |  |
| 7060201 | New |  | Instruction and instructional environment | Unchanged from IVFT | In what setting does {STUDENTNAME} primarily receive mathematics instruction? 1. General education classroom .2. Special education classroom.3. Resource room.4. Some other setting |  | Unchanged from OFT1 | In what setting does {STUDENTNAME} primarily receive mathematics instruction? 1. General education classroom .2. Special education classroom.3. Resource room.4. Some other setting |  |
| 7060210 | New |  | Instruction and instructional environment |  |  |  | Added | In what setting does {STUDENTNAME} primarily receive mathematics instruction? Other Specify | Added other specify field |
| 7060202 | New |  | Instruction and instructional environment | Unchanged from IVFT | Does {STUDENTNAME} receive mathematics instruction in any additional setting or settings? 1. Yes.2. No |  | Unchanged from OFT1 | Does {STUDENTNAME} receive mathematics instruction in any additional setting or settings? 1. Yes.2. No |  |
| 7060203 | New |  | Instruction and instructional environment | Unchanged from IVFT | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? General education classroom 1. Yes.2. No |  | Unchanged from OFT1 | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? General education classroom 1. Yes.2. No |  |
| 7060204 | New |  | Instruction and instructional environment | Unchanged from IVFT | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? Special education classroom 1. Yes.2. No |  | Unchanged from OFT1 | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? Special education classroom 1. Yes.2. No |  |
| 7060205 | New |  | Instruction and instructional environment | Unchanged from IVFT | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? Resource room 1. Yes.2. No |  | Unchanged from OFT1 | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? Resource room 1. Yes.2. No |  |
| 7060206 | New |  | Instruction and instructional environment | Unchanged from IVFT | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? Some other setting 1. Yes.2. No |  | Unchanged from OFT1 | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? Some other setting 1. Yes.2. No |  |
| 7060207 | New |  | Instruction and instructional environment |  |  |  | Added | In what additional setting or settings does {STUDENTNAME} receive mathematics instruction? Some other setting Other Specify | Added other specify field |
| 7060300 | Modified from ECLS-K:2011 (Spring 2011 Kindergarten Special Education Teacher B, Spring 2011, 16) | 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 | Unchanged from IVFT | On average, how many hours per week of direct special education and related services has {STUDENTNAME} received this school year? |  | Unchanged from OFT1 | On average, how many hours per week of direct special education and related services has {STUDENTNAME} received this school year? Open response |  |
| 7060400 | ECLS-K:2011 (Spring 2011 Kindergarten Special Education Teacher B, Spring 2011, 17) | 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 IVFT | 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? |  | Unchanged from OFT1 | 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? Open response |  |
| 7060410 | New |  |  |  |  |  | Added | How many hours per week does [STUDENT NAME] receive paraprofessional support services?  Open response | Added to see specific paraprofessional service time |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? One-on-one instruction 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? One-on-one instruction 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Small-group instruction 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Small-group instruction 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Large-group instruction 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Large-group instruction 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Cooperative learning 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Cooperative learning 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Peer tutoring 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Peer tutoring 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Computer-based instruction 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Computer-based instruction 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Direct instruction 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Direct instruction 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Cognitive strategies 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Cognitive strategies 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Self-management 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Self-management 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Behavior management 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Behavior management 1. Yes.2. No |  |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Instruction received through a sign interpreter 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Instruction received through a sign interpreter 1. Yes.2. No |  |
| 7060512 | 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? | Instruction and instructional environment | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Video-based instruction 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Video-based instruction 1. Yes.2. No |  |
| 7060513 | 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? | Instruction and instructional environment | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Audio-recorded texts or lessons 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Audio-recorded texts or lessons 1. Yes.2. No |  |
| 7060514 | 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? | Instruction and instructional environment | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Use of visual organizers or visual models 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Use of visual organizers or visual models 1. Yes.2. No |  |
| 7060515 | 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? | Instruction and instructional environment | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Use of 3-dimensional materials and/or models (e.g., base ten blocks, fraction bars) 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Use of 3-dimensional materials and/or models (e.g., base ten blocks, fraction bars) 1. Yes.2. No |  |
| 7060517 | 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? | Instruction and instructional environment |  |  |  | Added | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Other 1. Yes.2. No | Added other specify response option |
| 7060518 | 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? | Instruction and instructional environment |  |  |  | Added | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Other Specify | Added other specify field |
| 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 | Revised | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Student did not receive instruction from me and/or other special education service providers 1. Yes.2. No.3. Don't know | Revised to select all that apply and removed a hard check to reduce burden. | Unchanged from OFT1 | What teaching practices and methods have you and/or other special education service providers used with {STUDENTNAME}? Student did not receive instruction from me and/or other special education service providers 1. Yes.2. No |  |
| 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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? General education curriculum materials were used without modification 1. Yes.2. No.3. Don't know | Revised stem to "math curriculum materials" to provide clarification. | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? General education curriculum materials were used without modification 1. Yes.2. No.3. Don't know |  |
| 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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? General education curriculum materials were used with some modifications 1. Yes.2. No.3. Don't know | Revised stem to "math curriculum materials" to provide clarification. | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? General education curriculum materials were used with some modifications 1. Yes.2. No.3. Don't know |  |
| 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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? General education curriculum materials were used with substantial modifications 1. Yes.2. No.3. Don't know | Revised stem to "math curriculum materials" to provide clarification. | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? General education curriculum materials were used with substantial modifications 1. Yes.2. No.3. Don't know |  |
| 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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? Specially-designed commercial materials were used 1. Yes.2. No.3. Don't know | Revised stem to "math curriculum materials" to provide clarification. | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? Specially-designed commercial materials were used 1. Yes.2. No.3. Don't know |  |
| 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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? Teacher-designed materials were used 1. Yes.2. No.3. Don't know | Revised stem to "math curriculum materials" to provide clarification. | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the general education classroom? Teacher-designed materials were used 1. Yes.2. No.3. Don't know |  |
| 7060701 | ECLS-K:2011 (Spring 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.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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? General education curriculum materials were used without modification 1. Yes.2. No.3. Don't know |  | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? General education curriculum materials were used without modification 1. Yes.2. No.3. Don't know |  |
| 7060702 | ECLS-K:2011 (Spring 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.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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? General education curriculum materials were used with some modifications 1. Yes.2. No.3. Don't know |  | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? General education curriculum materials were used with some modifications 1. Yes.2. No.3. Don't know |  |
| 7060703 | ECLS-K:2011 (Spring 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.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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? General education curriculum materials were used with substantial modifications 1. Yes.2. No.3. Don't know |  | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? General education curriculum materials were used with substantial modifications 1. Yes.2. No.3. Don't know |  |
| 7060704 | ECLS-K:2011 (Spring 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.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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? Specially-designed commercial materials were used 1. Yes.2. No.3. Don't know |  | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? Specially-designed commercial materials were used 1. Yes.2. No.3. Don't know |  |
| 7060705 | ECLS-K:2011 (Spring 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.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 | Revised | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? Teacher-designed materials were used 1. Yes.2. No.3. Don't know |  | Unchanged from OFT1 | Which of the following best describes the curriculum materials used with {STUDENTNAME} in the special education classroom/program? Teacher-designed materials were used 1. Yes.2. No.3. Don't know |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Vans, vehicles 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Mobility aids Vans, vehicles 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Wheelchairs 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Mobility aids Wheelchairs 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? White canes 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Mobility aids White canes 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Electronic with voice output (e.g., Touch Talker) 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Communication aids Electronic with voice output (e.g., Touch Talker) 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Nonelectronic (e.g., manual printing board or picture exchange system) 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Communication aids Nonelectronic (e.g., manual printing board or picture exchange system) 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Hearing aids 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Hearing assistance Hearing aids 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? FM loops 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Hearing assistance FM loops 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? TTYs/TDDs 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Hearing assistance TTYs/TDDs 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Cochlear implants 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Hearing assistance Cochlear implants 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Real time captioning 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Hearing assistance Real time captioning 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Braille texts 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Braille texts 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Electronic Braille devices 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Electronic Braille devices 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Digital texts 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Digital texts 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Magnifying devices 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Magnifying devices 1. Yes.2. No |  |
| 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. Close captioned television (CCTV) . | Instruction and instructional environment | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Closed Captioned Television (CCTV) 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Closed Captioned Television (CCTV) 1. Yes.2. No |  |
| 7060816 | 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. | Instruction and instructional environment | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Screen readers 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Screen readers 1. Yes.2. No |  |
| 7060817 | 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. | Instruction and instructional environment | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Talking calculators 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Talking calculators 1. Yes.2. No |  |
| 7060818 | 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. | Instruction and instructional environment | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Abacus 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Visual aids Abacus 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Tape recorder or digital recorder 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Learning aids Tape recorder or digital recorder 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Calculators 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Learning aids Calculators 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Electronic spelling devices 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Learning aids Electronic spelling devices 1. Yes.2. No |  |
| 7060822 | 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. | Instruction and instructional environment | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Dictation software 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Learning aids Dictation software 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Used solely by individual student 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Computer hardware designed or adapted for students with disabilities (e.g., alternate keyboards, switch interface) Used solely by individual student 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Shared with other students 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Computer hardware designed or adapted for students with disabilities (e.g., alternate keyboards, switch interface) Shared with other students 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Reading 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Computer software designed for students with disabilities Reading 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Writing 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Computer software designed for students with disabilities Writing 1. Yes.2. No |  |
| 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 IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Mathematics 1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Computer software designed for students with disabilities Mathematics 1. Yes.2. No |  |
| 7060828 | 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. | Instruction and instructional environment | Unchanged from IVFT | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? Other (please specify) |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year?  Other (please specify) |  |
| 7060829 | 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. | Instruction and instructional environment |  |  |  | Added | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year Other Specify | Added other specify field. |
| 7060830 | 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. | Instruction and instructional environment | Added | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?  Don’t know 1. Yes 2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?  Don’t Know 1. Yes 2. No |  |
| 7060831 | 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 | Added | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year?  Student did not use any assistive technologies  1. Yes.2. No |  | Unchanged from OFT1 | Which of the following assistive technologies and devices has {STUDENTNAME} used this school year? .Student did not use any assistive technologies Student did not use any assistive technologies  1. Yes 2. No |  |
| 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 | Revised | Does {STUDENTNAME} have a computer, laptop, tablet, or word processing device assigned to {him/her} for use full time? 1. Yes.2. No | Revised to use a fill for [HIM/HER] instead of 'him/her' to improve the flow of the question. | Unchanged from OFT1 | Does {STUDENTNAME} have a computer, laptop, tablet, or word processing device assigned to {him/her} for use full time? 1. Yes 2. No 3. Don't Know |  |
| 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 | Unchanged from IVFT | On average, how often have you met with general education teacher(s) to discuss {STUDENTNAME}'s IEP 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 |  | Unchanged from OFT1 | On average, how often have you met with general education teacher(s) to discuss {STUDENTNAME}'s IEP 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 |  |
| 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 IVFT | On average, how long were the meetings with the general education teacher(s) to discuss {STUDENTNAME}'s IEP 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 |  | Unchanged from OFT1 | On average, how long were the meetings with the general education teacher(s) to discuss {STUDENTNAME}'s IEP 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 |  |
| 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 general education teacher | Unchanged from IVFT | Approximately how often have you communicated with {STUDENTNAME}'s parents during this school year about {STUDENTNAME}'s IEP 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 |  | Unchanged from OFT1 | Approximately how often have you communicated with {STUDENTNAME}'s parents during this school year about {STUDENTNAME}'s IEP 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 |  |
| 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 | Revised | To what extent is {STUDENTNAME} expected to achieve the same general education goals as other students at {HISHER} 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 standar.4. Student is not expected to attain grade level achievement for any of the academic content standards.5. Don't know | Revised to use a fill for [HIM/HER] instead of 'him/her' to improve the flow of the question. | Unchanged from OFT1 | To what extent is {STUDENTNAME} 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 standar.4. Student is not expected to attain grade level achievement for any of the academic content standards.5. Don't know |  |
| 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 IVFT | Which of the following best expresses the likelihood that {STUDENTNAME} 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) |  | Unchanged from OFT1 | Which of the following best expresses the likelihood that {STUDENTNAME} 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) |  |
| 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 IVFT | To what extent has {STUDENTNAME} 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 |  | Unchanged from OFT1 | To what extent has {STUDENTNAME} 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 |  |
| 7080600 | New |  | IEP goals and evaluation | Unchanged from IVFT | Overall, at what grade level is {STUDENTNAME} 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 |  | Unchanged from OFT1 | Overall, at what grade level is {STUDENTNAME} 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 |  |
| 7080601 | New |  | IEP goals and evaluation | Unchanged from IVFT | 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 |  | Unchanged from OFT1 | 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 |  |
| 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 | Revised | {STUDENTNAME} shows basic comprehension of a story or text read aloud to {him/her}. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENT NAME} shows basic comprehension of a story or text read aloud to [him/her]. For example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to [his/her] own life. 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. |  |
| 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 | Revised | {STUDENTNAME} reads words with regular vowel sounds. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | [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. |  |
| 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 | Revised | {STUDENTNAME} reads words with irregular vowel sounds. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {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. |  |
| 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 | Revised | {STUDENTNAME} shows advanced comprehension of text read aloud to {him/her}. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {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. |  |
| 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 | Revised | {STUDENTNAME} conveys ideas clearly when speaking. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {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. |  |
| 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 | Revised | {STUDENTNAME} uses different strategies to read unfamiliar words. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {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. |  |
| 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 | Revised | {STUDENTNAME} reads grade {STUDENTGRADE} books independently with comprehension. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} reads grade {STUDENTGRADE} 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. |  |
| 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 | Revised | {STUDENTNAME} reads grade {STUDENTGRADE} books fluently. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENT NAME} reads grade [enter grade level] 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. |  |
| 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 | Revised | {STUDENTNAME} reads and comprehends expository text. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised to add in a missing fill for [HE/SHE]. | Unchanged from OFT1 | {STUDENTNAME} 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-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. |  |
| 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 | Revised | {STUDENTNAME} contributes relevant information to classroom discussions. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} uses complex sentence structures. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} shows an understanding of the relationship between quantities. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} creates and extends patterns. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} sorts, classifies, and compares math materials by various rules and attributes. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} solves problems involving numbers using concrete objects. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} subtracts numbers that require regrouping. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} shows understanding of place value with whole numbers to 100,000. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} models, reads, writes, and compares fractions. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} reduces fractions to lowest denominator. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} divides a 3-digit number by a 1-digit number. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} shows understanding of place values with decimals. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} divides multi-digit problems with remainders in the quotient. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | {STUDENTNAME} uses a variety of strategies to solve math problems. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | STUDENTNAME} demonstrates algebraic thinking. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Unchanged from OFT1 | {STUDENTNAME} 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. |  |
| 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 | Revised | 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. .4. I am unable to assess the student | Revised to add response option for unable to assess | Unchanged from OFT1 | 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. .4. I am unable to assess the student |  |
| 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 | Unchanged from IVFT | Does {STUDENTNAME} 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 |  | Unchanged from OFT1 | Does {STUDENTNAME} 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 |  |
| 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 | Unchanged from IVFT | 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 |  | Unchanged from OFT1 | 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 |  |
| 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 | Unchanged from IVFT | 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 |  | Unchanged from OFT1 | 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 |  |
| 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 | Unchanged from IVFT | 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 |  | Unchanged from OFT1 | 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 |  |
| 7110600 | Learning Characteristics Inventory (Kearns et al, 2006) | Which of the following best describes {STUDENTNAME}'s social interactions? | IEP goals and evaluation | Unchanged from IVFT | Which of the following best describes {STUDENTNAME}'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.5. I am unable to assess the student |  | Unchanged from OFT1 | Which of the following best describes {STUDENTNAME}'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.5. I am unable to assess the student |  |
| 7010300 | New |  | Teacher assignment and position for current school year | Unchanged from IVFT | Do you coteach with another teacher or professional educator? 1. Yes.2. No |  | Unchanged from OFT1 | Do you coteach with another teacher or professional educator? 1. Yes.2. No |  |
| 7010401 | New |  | Instruction and instructional environment | Unchanged from IVFT | Which of the following models best describes your current coteaching 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 coteachers balance the responsibilities of the class in such a way that both teach the same amount in front of the classroom)..6. Other |  | Unchanged from OFT1 | Which of the following models best describes your current coteaching 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 coteachers 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) |  |
| 7010402 | New |  | Instruction and instructional environment |  |  |  | Added | Which of the following models best describes your current coteaching 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 coteachers 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) | Added other specify field |
| 7010501 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.16). | During this school year, where have you worked with students with IEPs? ..A05a. In a general education classroom 1. Yes .2. No | Instruction and instructional environment | Revised | During this school year, where have you worked with students with IEPs? In a general education classroom 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | During this school year, where have you worked with students with IEPs? In a general education classroom 1. Yes.2. No |  |
| 7010502 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.16). | During this school year, where have you worked with students with IEPs? ..A05b. In a special education classroom 1. Yes .2. No | Instruction and instructional environment | Revised | During this school year, where have you worked with students with IEPs? In a special education classroom 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | During this school year, where have you worked with students with IEPs? In a special education classroom 1. Yes.2. No |  |
| 7010503 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.16). | During this school year, where have you worked with students with IEPs? ..A05c. In a non-classroom space (e.g. office, therapy room, small work space, mobile van, etc.) 1. Yes .2. No | Instruction and instructional environment | Revised | During this school year, where have you worked with students with IEPs? In a nonclassroom space (e.g., office, therapy room, small work space, mobile van, etc.) 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | During this school year, where have you worked with students with IEPs? In a nonclassroom space (e.g., office, therapy room, small work space, mobile van, etc.) 1. Yes.2. No |  |
| 7010504 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.16). | During this school year, where have you worked with students with IEPs? ..A05d. Other (please specify) 1. Yes .2. No | Instruction and instructional environment | Revised | During this school year, where have you worked with students with IEPs? Other 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | During this school year, where have you worked with students with IEPs? Other (please specify) 1. Yes.2. No |  |
| 7010505 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.16). | During this school year, where have you worked with students with IEPs? ..A05e. I do not work directly with students who have IEPs . 1. Yes .2. No | Instruction and instructional environment | Revised | 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 | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | 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 |  |
| 7010506 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.16). | During this school year, where have you worked with students with IEPs? ..A05d. Other (please specify) 1. Yes .2. No | Instruction and instructional environment |  |  |  | Added | During this school year, where have you worked with students with IEPs? Other (please specify) 1. Yes.2. No | Added other specify field |
| 7010700 | New |  | Instruction and instructional environment | Added | Do you teach academic content to students who have IEPs? 1. Yes.2. No |  | Unchanged from OFT1 | Do you teach academic content to students who have IEPs? 1. Yes.2. No |  |
| 7010710 | New |  | Instruction and instructional environment | Revised | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Provide students with background knowledge and skills 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Revised 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. | Unchanged from OFT1 | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Provide students with background knowledge and skills 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010711 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment | Revised | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Provide practice for prescribed strategies 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Revised 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. | Unchanged from OFT1 | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Provide practice for prescribed strategies 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010712 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment | Revised | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Incorporate systematic cumulative reviews of skills and information 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Revised 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. | Unchanged from OFT1 | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Incorporate systematic cumulative reviews of skills and information 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010713 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment | Revised | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Include self-regulation strategies that promote on-task thinking and hard work 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Revised 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. | Unchanged from OFT1 | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Include self-regulation strategies that promote on-task thinking and hard work 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010714 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment | Revised | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Explicitly teach for transfer of skills and strategies 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Revised 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. | Unchanged from OFT1 | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Explicitly teach for transfer of skills and strategies 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010715 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment | Revised | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Use validated forms of progress monitoring of student responsiveness to the instruction or intervention 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Revised 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. | Unchanged from OFT1 | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Use validated forms of progress monitoring of student responsiveness to the instruction or intervention 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010716 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment | Revised | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Apply validated decision-making rules with progress monitoring tools to determine when to revise the program 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Revised 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. | Unchanged from OFT1 | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies? Apply validated decision-making rules with progress monitoring tools to determine when to revise the program 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010717 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment |  |  |  | Added | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  Other strategies 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Added other specify response option |
| 7010718 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011;.17). |  | Instruction and instructional environment |  |  |  | Added | When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?  Other Specify | Added other specify field |
| 7010600 | New |  | Instruction and instructional environment | Unchanged from IVFT | Do you teach mathematics to students who have IEPs? 1. Yes.2. No |  | Unchanged from OFT1 | Do you teach mathematics to students who have IEPs? 1. Yes.2. No |  |
| 7010701 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students discuss different ways to solve a problem 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students discuss different ways to solve a problem 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010702 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students generate new strategies 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students generate new strategies 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010703 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students work on an investigation, problem or project over an extended period of time 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students work on an investigation, problem or project over an extended period of time 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010704 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students solve problems using multiple methods 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students solve problems using multiple methods 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010705 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Begin instructional units with worked examples (explaining how work is completed, step by step, and what you think as you complete each step) 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Begin instructional units with worked examples (explaining how work is completed, step by step, and what you think as you complete each step) 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010706 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Teach the most efficient solution strategy using simple, direct language 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Teach the most efficient solution strategy using simple, direct language 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010707 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students explain solutions in their own words 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students explain solutions in their own words 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010708 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students practice solution strategies that you taught 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students practice solution strategies that you taught 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010709 | New |  | Instruction and instructional environment | Unchanged from IVFT | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students explain how taught strategies are efficient 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  | Unchanged from OFT1 | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies? Have students explain how taught strategies are efficient 1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday |  |
| 7010719 | New |  |  |  |  |  | Added | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  Other strategies (please specify:)  1. Never.2. Once a month or less.3. Two to three times a month.4. Once or twice a week.5. Three or four times a week.6. Everyday | Added other specify response option |
| 7010720 | New |  |  |  |  |  | Added | When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?  Other Specify | Added other specify response option |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 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 | Added | When teaching transition and life skills, how often do you use the following instructional strategies: 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. Everyday |  | Revised | When teaching life skills, how often do you use the following instructional strategies: 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. Everyday | Revised wording for clarity. |
| 7010731 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities. | Instruction and instructional environment |  |  |  | Added | When teaching life skills, how often do you use the following instructional strategies:  Other 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. Everyday | Added other specify response option |
| 7010732 | Mazzotti & Plotner | I use the following evidence-based practices (EBPSs) to provide [transition-related skill category] to secondary students with disabilities. | Instruction and instructional environment |  |  |  | Added | When teaching life skills, how often do you use the following instructional strategies:  Other Specify | Added other specify field |
| 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I really enjoy my present job. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Revised | Please indicate the extent to which you agree or disagree with each of the following statements about your work at this school. I really enjoy my present job. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree | Revised to clarify |
| 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I am certain I am making a difference in the lives of the students I work with 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Revised | Please indicate the extent to which you agree or disagree with each of the following statements about your work at this school. I am certain I am making a difference in the lives of the students I work with 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree | Revised to clarify |
| 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. If I could start over, I would choose this career again 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Revised | Please indicate the extent to which you agree or disagree with each of the following statements about your work at this school. If I could start over, I would choose this career again 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree | Revised to clarify |
| 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I am satisfied with my class size/caseload 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Revised | Please indicate the extent to which you agree or disagree with each of the following statements about your work at this school. I am satisfied with my class size/caseload 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree | Revised to clarify |
| 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I worry about the security of my job because of the performance of the students in my class(es) on state or local tests 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Revised | Please indicate the extent to which you agree or disagree with each of the following statements about your work at this school. I worry about the security of my job because of the performance of the students in my class(es) on state or local tests 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree | Revised to clarify |
| 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I get frustrated working with general education teachers 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Unchanged from OFT1 | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I get frustrated working with general education teachers 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I plan to continue to teach special education for at least the next five years. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Unchanged from OFT1 | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. I plan to continue to work in special education for at least the next five years. 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 | Unchanged from IVFT | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. The amount of paperwork that I need to complete for my students takes away from my ability to deliver high quality instruction. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Unchanged from OFT1 | Please indicate the extent to which you agree or disagree with each of the following statements on teaching. The amount of paperwork that I need to complete for my students takes away from my ability to deliver high quality instruction. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  |
| 7010821 | New |  | Recommended by MGLS:2017 TRP; Instruction and instructional environment | Added | Please indicate how strongly you agree with each of the following statements: I have a team of professionals who support my work with students 1. strongly agree to 5 strongly disagree |  | Unchanged from OFT1 | Please indicate the extent to which you agree or disagree with each of the following statements: 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 |  |
| 7010822 | New |  | Recommended by MGLS:2017 TRP; Instruction and instructional environment | Added | Please indicate how strongly you agree with each of the following statements: I have regular meetings with consultants 1. strongly agree to 5 strongly disagree |  | Revised | Please indicate the extent to which you agree or disagree with each of the following statements: I have regular meetings with consultants 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree 6. N/A | Revised to include the option N/A. |
| 7010823 | New |  | Recommended by MGLS:2017 TRP; Instruction and instructional environment | Added | Please indicate how strongly you agree with each of the following statements: I often feel isolated in my school 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Unchanged from OFT1 | Please indicate the extent to which you agree or disagree with each of the following statements: I often feel isolated in my school 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  |
| 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 | Added | Please indicate how strongly you agree with each of the following statements: I have adequate planning time. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  | Unchanged from OFT1 | Please indicate how strongly you agree or disagree with each of the following statements: I have adequate planning time. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  |
| 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 | Added | Please indicate how strongly you agree with each of the following statements: I meet regularly with other special education professionals about how to meet the needs of the students that I serve. 1. strongly agree to 5 strongly disagree |  | Unchanged from OFT1 | Please indicate how strongly you agree or disagree with each of the following statements: 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 |  |
| 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 | Added | Please indicate how strongly you agree with each of the following statements: I have adequate support from my colleagues. 1. strongly agree to 5 strongly disagree |  | Unchanged from OFT1 | Please indicate how strongly you agree or disagree with each of the following statements: I have adequate support from my colleagues. 1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree |  |
| 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 | Added | Please indicate how strongly you agree with each of the following statements: It is difficult to motivate general education teachers to invest in the strategies that will help my students. 1. strongly agree to 5 strongly disagree |  | Dropped |  | Dropped to reduce burden |
| 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 | Added | Please indicate how strongly you agree with each of the following statements: I check in every week with the general education teachers who are teaching my students. 1. strongly agree to 5 strongly disagree |  | Unchanged from OFT1 | Please indicate how strongly you agree or disagree with each of the following statements: 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 |  |
| 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 | Added | Please indicate how strongly you agree with each of the following statements: The school supports inclusion in general education classrooms by accommodating the needs of special education students. 1. strongly agree to 5 strongly disagree |  | Unchanged from OFT1 | Please indicate how strongly you agree or disagree with each of the following statements: 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 |  |
| 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 IVFT | 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 OFT1 | 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 |  |
| 7020100 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011; 1). | What is your sex?  1. Male  2. Female | Demographics | Unchanged from IVFT | What is your sex? 1. Male.2. Female |  | Unchanged from OFT1 | What is your sex? 1. Male.2. Female |  |
| 7020200 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011; 2). | In what year were you born? | Demographics | Unchanged from IVFT | In what year were you born? |  | Unchanged from OFT1 | 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 IVFT | Are you Hispanic or Latino/Latina? 1. Yes.2. No |  | \*\*\*Revised | Are you of Hispanic or Latino origin? 1. Yes.2. No | Removed Latina for more correct usage. |
| 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 | Revised | Which of the following best describes your race? White 1. Yes.2. No | Revised by deleting text "You may choose more than one." | Unchanged from OFT1 | Which of the following best describes your race? White 1. Yes.2. No |  |
| 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 | Revised | Which of the following best describes your race? Black or African American 1. Yes.2. No | Revised by deleting text "You may choose more than one." | Unchanged from OFT1 | Which of the following best describes your race? Black or African American 1. Yes.2. No |  |
| 7020403 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011; 4). | Which best describes your race? MARK ONE MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE. 4. Native Hawaiian or Other Pacific Islander.. | Teacher demographic information | Revised | Which of the following best describes your race? Asian 1. Yes.2. No | Revised by deleting text "You may choose more than one." | Unchanged from OFT1 | Which of the following best describes your race? Asian 1. Yes.2. No |  |
| 7020404 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011; 4). | Which best describes your race? MARK ONE MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE. 4. Native Hawaiian or Other Pacific Islander.. | Teacher demographic information | Revised | Which of the following best describes your race? Native Hawaiian or other Pacific Islander 1. Yes.2. No | Revised by deleting text "You may choose more than one." | Unchanged from OFT1 | Which of the following best describes your race? Native Hawaiian or other Pacific Islander 1. Yes.2. No |  |
| 7020405 | ECLS-K:2011.(Kindergarten Special Education Teacher A; Spring 2011; 4). | Which best describes your race? MARK ONE MORE TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE... 5. White. | Teacher demographic information | Revised | Which of the following best describes your race? American Indian or Alaska Native 1. Yes.2. No | Revised by deleting text "You may choose more than one." | Unchanged from OFT1 | Which of the following best describes your race? American Indian or Alaska Native 1. Yes.2. No |  |
| 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 | 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. An advanced professional degree beyond a master's degree (for example, Ph.D., Ed.D) |  | Revised | What is the highest level of education you have completed? 1. Did not complete high school.2. High school diploma or equivalent (for example: GED).3. Some college or technical or vocational school.4. Associate's degree (for example: AA, AS). 5. Bachelor's degree. (for example: BA, BS) 6. Master's degree. (for example: MA, MS, MEng, MEd, MSW, MBA) 7. Doctorate or an advanced professional degree beyond a Master's degree (for example: Ph.D, Ed.D, MD, DDS, DVM, JD) | Changed for clarity and consistency with other adult surveys |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Emergency credential 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Emergency credential 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Provisional or temporary credential 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Provisional or temporary credential 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Disability-specific credential or endorsement 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Disability-specific credential or endorsement 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Special education credential or endorsement (for more than one disability category) 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Special education credential or endorsement (for more than one disability category) 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? General education credential 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? General education credential 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Speech/language therapy state license or certification 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Speech/language therapy state license or certification 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Physical therapy state license or certification 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Physical therapy state license or certification 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Occupational therapy state license or certification 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Occupational therapy state license or certification 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Social work license or certification 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Social work license or certification 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? School psychology license or certification 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? School psychology license or certification 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Clinical psychology license or certification 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Clinical psychology license or certification 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Certificate of Clinical Competence 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Certificate of Clinical Competence 1. Yes.2. No |  |
| 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 | Revised | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Other professional license, credential, or endorsement 1. Yes.2. No | Revised item type to "select all that apply" to reduce respondent burden. | Unchanged from OFT1 | Which of the following credentials, licenses, or certificates do you have for working with students with disabilities? Other professional license, credential, or endorsement 1. Yes.2. No |  |
| 7020614 |  |  |  |  |  |  |  | Other Specify |  |
| 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 | Revised | 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.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 to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | 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.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 |  |
| 7020801 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Early childhood or Pre-k, general 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Revised | In what area(s) are you certified? Early childhood or Pre-k, general 1. Yes.2. No | Revised “subject(s)” to “area(s)” for clarity. |
| 7020802 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Elementary grades, general 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Revised | In what area(s) are you certified? Elementary grades, general 1. Yes.2. No | Revised “subject(s)” to “area(s)” for clarity. |
| 7020803 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Middle grades, general 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Revised | In what area(s) are you certified? Middle grades, general 1. Yes.2. No | Revised “subject(s)” to “area(s)” for clarity. |
| 7020804 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {TATE}? Secondary grades, general 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Revised | In what area(s) are you certified? Secondary grades, general 1. Yes.2. No | Revised “subject(s)” to “area(s)” for clarity. |
| 7020805 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Special education, general 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Revised | In what area(s) are you certified? Special education, general 1. Yes.2. No | Revised “subject(s)” to “area(s)” for clarity. |
| 7020806 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Specific area of disability (for example, autism, learning disabilities, etc.) 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Revised | In what area(s) are you certified? Specific area of disability (for example, autism, learning disabilities, etc.) 1. Yes.2. No | Revised “subject(s)” to “area(s)” for clarity. |
| 7020818 | New |  | Teacher experience and training |  |  |  | Added | In what area(s) are you certified? Specific area of disability (for example, autism, learning disabilities, etc.) Other Specify | Added other specify field |
| 7020807 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Programs that focus on developing students' literacy solely in English or programs that focus on developing students' literacy in two languages: general 1. Yes.2. No | Revised 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. | Revised | In what area(s) are you certified? Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education) 1. Yes.2. No | Revised “subject(s)” to “area(s)” for clarity. |
| 7020810 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? English/Language arts 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | In what subject(s) are you certified? English/Language arts 1. Yes.2. No |  |
| 7020811 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Reading 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | In what subject(s) are you certified? Reading 1. Yes.2. No |  |
| 7020813 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Mathematics 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | In what subject(s) are you certified? Mathematics 1. Yes.2. No |  |
| 7020814 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Science (including general science, biology or life sciences, earth science, and other natural sciences) 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | In what subject(s) are you certified? Science (including general science, biology or life sciences, earth science, and other natural sciences) 1. Yes.2. No |  |
| 7020815 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Social studies (including history, government or civics, geography) 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | In what subject(s) are you certified? Social studies (including history, government or civics, geography) 1. Yes.2. No |  |
| 7020816 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Social or behavioral science (including psychology, sociology, anthropology, and other social sciences) 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | In what subject(s) are you certified? Social or behavioral science (including psychology, sociology, anthropology, and other social sciences) 1. Yes.2. No |  |
| 7020817 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Other 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Unchanged from OFT1 | In what subject(s) are you certified? Other (please specify) 1. Yes.2. No |  |
| 7020819 | New |  | Teacher experience and training |  |  |  | Added | In what subject(s) are you certified? Other (please specify) | Added other specify field |
| 7020901 | New |  | Teacher experience and training | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources? College courses 1. Yes.2. No |  | Unchanged from OFT1 | Have you received any training related to Response to Intervention (RTI) from any of the following sources? College courses 1. Yes.2. No |  |
| 7020902 | New |  | Teacher experience and training | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources? Professional development 1. Yes.2. No |  | Unchanged from OFT1 | Have you received any training related to Response to Intervention (RTI) from any of the following sources? Professional development 1. Yes.2. No |  |
| 7020903 | New |  | Teacher experience and training | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources? Personal reading and study 1. Yes.2. No |  | Unchanged from OFT1 | Have you received any training related to Response to Intervention (RTI) from any of the following sources? Personal reading and study 1. Yes.2. No |  |
| 7020904 | New |  | Teacher experience and training | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources? I have not received any training on issues related to Response to Intervention 1. Yes.2. No |  | Unchanged from OFT1 | Have you received any training related to Response to Intervention (RTI) from any of the following sources? I have not received any training on issues related to Response to Intervention 1. Yes.2. No |  |
| 7020905 | New |  | Teacher experience and training | Unchanged from IVFT | Have you received any training related to Response to Intervention (RTI) from any of the following sources? Other training 1. Yes.2. No |  | Unchanged from OFT1 | Have you received any training related to Response to Intervention (RTI) from any of the following sources? Other training (please specify) 1. Yes.2. No |  |
| 7020906 | New |  | Teacher experience and learning |  |  |  | Added | Have you received any training related to Response to Intervention (RTI) from any of the following sources? Other training (please specify) Other Specify | Added other response field |
| 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 | 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? |  | Unchanged from OFT1 | 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. Open response |  |
| 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 | 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 students receiving special education or related services in any school? Enter the number of years. |  | Unchanged from OFT1 | 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 students receiving special education or related services in any school? Enter the number of years. Open response |  |
| 7030400 | New | How many years of experience do you have teaching general education math classes to students (in any grades 6-12)? | Teacher experience and training | Added | Counting this school year, how many years of experience do you have teaching general education math classes to students (in any grades 6-12) \_\_\_years | Added to be consistent with similar items in this section. | Revised | Counting this school year, how many years of experience do you have teaching general education math classes to students (in any grades 6-12)? Open response. If you have never been a Math teacher, enter 0. | Revised to add “0” as a response option |
| 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 | Unchanged from IVFT | Next, we would like to ask about your years of experience. Counting this school year, how many years have you worked in your current school, including part time? Enter the number of years. |  | Unchanged from OFT1 | Next, we would like to ask about your years of experience. Counting this school year, how many years have you worked in your current school, including part time? Enter the number of years. Open response |  |
| 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 | Added | Please indicate the extent to which you agree or disagree with each of the following statements: It is difficult to motivate general education teachers to invest in the strategies that will help my students. 1. strongly agree to 5 strongly disagree | Added to not bias toward agree. The instruction is 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. | Dropped |  | Dropped to reduce burden |
| 7010837 | New |  |  |  |  |  | Added | General education teachers who are teaching my students regularly use Response to Intervention (RTI) for learning.  1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree | Added to determine whether RTI was used in the general ed classrooms. |
| 7010838 | New |  |  |  |  |  | Added | General education teachers who are teaching my students regularly use universal design for learning.  1. Strongly disagree.2. Disagree.3. Neither disagree nor agree.4. Agree.5. Strongly agree | Added to determine whether universal design for learning was used in the general ed classrooms. |
| 7020808 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Programs that focus on developing students' literacy solely in English or programs that focus on developing students' literacy in two languages: spanish 1. Yes.2. No | Revised 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 | Dropped |  | Dropped to reduce burden. Combined QID 7020808, 7020809 with QID 7020807 to ask generally about “Instruction for English Language Learners” |
| 7020809 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Programs that focus on developing students' literacy solely in English or programs that focus on developing students' literacy in two languages: other 1. Yes.2. No | Revised 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 | Dropped |  | Dropped to reduce burden. Combined QID 7020808, 7020809 with QID 7020807 to ask generally about “Instruction for English Language Learners” |
| 7020812 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Speech 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Dropped |  | Dropped to reduce burden |
| 7020812 | New |  | Teacher experience and training | Revised | In what subject(s) are you certified in {STATE}? Speech 1. Yes.2. No | Revised to remove "STATE" prefill to make the question more generic. | Dropped |  | Dropped to reduce burden |
| 7040306 | ECLS-K:2011 (Spring 2011 Kindergarten Special Education Teacher B, Spring 2011, 3) | 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 | Revised | In what capacity or capacities do you teach or provide services to {STUDENTNAME}? Do you. Other 1. Yes.2. No | Revised to 'select all that apply' from 'select yes or no on each row' to reduce screen text and respondent burden. | Dropped |  | Dropped to reduce 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 | Revised | Which of the following related services have been provided through the school to {STUDENTNAME} during this school year? Mobility services 1. Yes.2. No | Revised to a "select all that apply" item to reduce respondent burden. | Dropped |  | Dropped and combined with 7050511 to increase clarity. |
| 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 | Special education teacher's expectations for student | Unchanged from IVFT | What percentage of {STUDENTNAME}'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 |  | Dropped |  | Dropped to reduce 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 | Revised | {STUDENTNAME} demonstrates an understanding of place value to 100. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Dropped |  | Dropped to reduce 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 | Revised | {STUDENTNAME} demonstrates an understanding of place value to 100. 1. Not yet.2. Beginning.3. In progress.4. Intermediate.5. Proficient.6. I am unable to assess the student | Revised response options to include text that was originally help text to reduce respondent burden. | Dropped |  | Dropped to reduce burden |

# MS1 School Administrator Survey Items

Note: \*\*\* in the MS1/OFT2 Status column indicates that the item is part of the Abbreviated Administrator Survey. A further reduced set of the abbreviated items is administered to MS1 schools who declined to participate, but will be surveyed to collect non-response bias analysis data. Items in the abbreviated set but not administered to MS1 non-responding schools are noted as “Dropped for MS1 non-responding schools” in the MS1/OFT2 status column.

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **OFT1 Status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **MS1/OFT2 Status** | **MS1/OFT2 Wording with Response Options** | **MS1/OFT2 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 IVFT | Please select the box next to the grade level(s) offered at your school. Pre-K Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Kindergarten Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 1 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 2 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 3 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 4 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 5 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 6 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 7 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 8 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 9 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 10 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 11 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Grade 12 Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please select the box next to the grade level(s) offered at your school. Ungraded Checkbox | Reworded "check" to "select" to match question stem. | Dropped |  | Dropped to reduce burden |
| 8010201 | NLTS:2012 (School Characteristics, AA1.) | Before you start the survey, please confirm that you are the principal of this school. | Confirmation of respondent | 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 accommodate people who be knowledgeable about the middle grades but may not have the highest administrative position. | \*\*\*Revised | Please confirm that you are a person at this school who is knowledgeable about [sixth/seventh]-grade students, teachers, programs, and services. 1. Yes.2. No | Revised to include seventh grade |
| 8010202 | New |  | School configuration | New from the IVFT | Please confirm that your school does not offer a sixth grade. 1. My school does not offer a sixth grade 0. My school does offer sixth grade | Modified to focus on sixth grade, as the OFT will focus only on sixth grade. | Dropped |  | Dropped to reduce burden |
| 8010203 | New |  | Confirmation of respondent |  | Please provide the name and contact information for a person at your school who is knowledgeable about sixth-grade students, teachers, programs, and services. They will be notified to complete the survey. Open response: First, Last, Title, Phone, Email |  | \*\*\*Unchanged from OFT1 | Please provide the name and contact information for a person at your school who is knowledgeable about [sixth/seventh]-grade students, teachers, programs, and services. They will be notified to complete the survey. Open response: First, Last, Title, Phone, Email |  |
| 8010300 | New |  | School characteristics | Unchanged from IVFT | What is your title or position at this school? 1. Principal/Administrator 2. Vice Principal 3. Counselor 4. School administrative personnel 99. Other |  | \*\*\*Unchanged from OFT1 | What is your title or position at this school? 1. Principal/Administrator 2. Vice Principal 3. Counselor 4. School administrative personnel 99. 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 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 99. Other | Re-ordered list to include all public school options together. ..Added "school" after "private" for consistency with other options. | \*\*\*Unchanged from OFT1 | 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 99. Other (Please specify) |  |
| 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 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.99. Other (Please specify) | Specified sixth-grade and removed seventh and eighth grade. ..Moved this item to be after B06a-c/8020701-8020703. | \*\*\*Unchanged from OFT1  Dropped for MS1 non-responding schools | These next questions only ask about sixth grade at your school. What type of daily schedule is typically used for the [sixth/seventh]-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.99. Other (Please specify) | Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 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 | Dropped from IVFT | 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) |  | Delayed | 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) | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | What type of daily schedule is typically used for the following grade levels at your school? Grade 8 1. Self-contained classrooms.2. Daily periods uniform in length.3. Daily periods of varying length.4. Flexible schedule for teams.5. Other (Please specify) |  | Delayed | What type of daily schedule is typically used for the following grade levels at your school? Grade 8 1. Self-contained classrooms.2. Daily periods uniform in length.3. Daily periods of varying length.4. Flexible schedule for teams.5. Other (Please specify) | Postponed to ask in relevant grade. |
| 8020300 | ECLS-K (School Administrator, K, 2) | Approximately, what is the Average Daily Attendance for your school this year?  Open response: % Average Daily Attendance | Type of school, grade span, and average daily attendance | Unchanged from IVFT | What is the Average Daily Attendance (ADA) for your school this year? Please report as a number or a percent. 1. Number of students.2. Percent of students |  | \*\*\*Unchanged from OFT1 | What is the Average Daily Attendance (ADA) for your school this year? Please report as a number or a percent. 1. Number of students.2. Percent of students |  |
| 8020301 | ECLS-K (School Administrator, K, 2) |  | Type of school, grade span, and average daily attendance | Unchanged from IVFT | What is the Average Daily Attendance (ADA) for your school this year? Please report as a percent. 2. Percent of students |  | Delayed | What is the Average Daily Attendance (ADA) for your school this year? Please report as a percent. 2. Percent of students | Postponed to ask in relevant grade. |
| 8020400 | NELS:88 (Administrator, Base Year, Q31) | What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition. Open response | Tuition | Unchanged from IVFT | What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition. Open response |  | Unchanged from OFT1 | What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition. Open response |  |
| 8020500 | NELS:88 (Administrator, Base Year, Q32) | What percent of your students pay the maximum yearly tuition? 1. 0-25 percent.2. 26-50 percent.3. 51-75 percent.4. 76-100 percent | Tuition | Modified from IVFT | What percent of your students pay the maximum yearly tuition? 1. 0-25 percent.2. 26-50 percent.3. 51-75 percent.4. 76-100 percent | Changed "%" to "percent," which is appropriate according to the style guide. | Unchanged from OFT1 | What percentage of your students pay the maximum yearly tuition? 1. 0-25 percent.2. 26-50 percent.3. 51-75 percent.4. 76-100 percent |  |
| 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 IVFT | Please indicate the percentage of students at your school that are male and female. Percent male students Open response: Percent male students | Changed "%" to "percent," which is appropriate according to the style guide. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please indicate the percentage of students at your school that are male and female. Percent female students Open response: Percent female students | Changed "%" to "percent," which is appropriate according to the style guide. | Dropped |  | Dropped to reduce burden |
| 8020701 | HSLS:09 (School Administrator, Base Year, Sect. B, Q3a) | What percentage of the total student body in [your school]…  Receives free or reduced price lunch?  Open response: percent | Student population | Unchanged from IVFT | What percentage of the total student body in your school. Receives free or reduced price lunch? Open response: percent |  | Dropped |  | Dropped to reduce burden |
| 8020702 | HSLS:09 (School Administrator, Base Year, Sect. B, Q3b) | Does your school use INTERDISCIPLINARY Team Teaching? Two or more teachers of DIFFERENT SUBJECTS share the same group of students and/or coordinate instructional programs across subjects.  "Circle all grades in which you use INTERDISCIPLINARY teams:  6, 7, 8, 9, DO NOT USE" | Student population | Modified from IVFT | What percentage of the total student body in your school. Are English language learners (ELL)? Open response: percent | Added "ELL," which is appropriate according to the style guide. | \*\*\*Unchanged from OFT1 | The next set of questions is about your student population. What percentage of the total student body in your school. Are English language learners (ELL)? Open response: percent |  |
| 8020703 | HSLS:09 (School Administrator, Base Year, Sect. B, Q3d) | Do any students enrolled in this school attend an alternative program either at your school or off-site? 1. Yes, the program is available.2. No, the program is not available | Student population | 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? Open response: percent |  | Dropped |  | Dropped to reduce burden |
| 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 IVFT | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides tutoring during the regular school day 1. Yes.2. No | 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. | Unchanged from OFT1 | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides tutoring during the regular school day 1. Yes.2. No |  |
| 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 IVFT | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides extra assistance to classroom teachers by school staff 1. Yes.2. No | 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. | Unchanged from OFT1 | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides extra assistance to classroom teachers by school staff 1. Yes.2. No |  |
| 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 IVFT | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides pull-out instruction during the regular school day 1. Yes.2. No | 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. | Unchanged from OFT1 | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides pull-out instruction during the regular school day 1. Yes.2. No |  |
| 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 IVFT | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides a homework assistance program to students 1. Yes.2. No | 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. | Unchanged from OFT1 | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides a homework assistance program to students 1. Yes.2. No |  |
| 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 IVFT | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides additional support outside the regular school day 1. Yes.2. No | 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. | Unchanged from OFT1 | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school provides additional support outside the regular school day 1. Yes.2. No |  |
| 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 IVFT | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school takes other steps to assist struggling students 1. Yes.2. No | 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. | Unchanged from OFT1 | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school takes other steps to assist struggling students 1. Yes.2. No |  |
| 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 IVFT | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school does not have any programs for students who need extra assistance 1. Yes.2. No | 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. | Unchanged from OFT1 | The next set of questions asks about additional supports your school provides for struggling students. Which of the following steps does this school take for sixth-grade students who need extra assistance? The school does not have any programs for students who need extra assistance 1. Yes.2. No |  |
| 8020901 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Summer program prior to entry into the next grade that provides supplemental instruction in reading and math 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Summer program prior to entry into the next grade that provides supplemental instruction in reading and math 1. Yes.2. No |  |
| 8020902 | HSLS:09 (School Administrator, Base Year, 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 criteria . | Providing additional support for struggling students | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Small learning communities for over-aged students who have not met promotion criteria 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Small learning communities for over-aged students who have not met promotion criteria 1. Yes.2. No |  |
| 8020903 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Small sixth-grade learning communities separate from the rest of the school 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Small [sixth/seventh]-grade learning communities separate from the rest of the school 1. Yes.2. No |  |
| 8020904 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Block scheduling, also called double-block or extended-block scheduling, for struggling sixth-graders 1. Yes.2. No | 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 students. I am also no expert in block scheduling. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Block scheduling, also called double-block or extended-block scheduling, for struggling [sixth/seventh]-graders 1. Yes.2. No |  |
| 8020905 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Catch-up courses or "double-dosing" of classes 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Catch-up courses or "double-dosing" of classes 1. Yes.2. No |  |
| 8020906 | HSLS:09 (School Administrator, Base Year, 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 graders . | Providing additional support for struggling students | Modified from IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Specific professional development, coaches, or technical assistance for teachers working with struggling sixth-graders 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Specific professional development, coaches, or technical assistance for teachers working with struggling [sixth/seventh]-graders 1. Yes.2. No |  |
| 8020907 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Tutoring 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Tutoring 1. Yes.2. No |  |
| 8020908 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? Another program (Please specify) 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? Another program (Please specify) 1. Yes.2. No |  |
| 8020909 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Does your school offer any of the following programs to assist sixth-grade students who are struggling academically? There are no programs to assist sixth graders who are struggling academically 1. Yes.2. No | 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. | Unchanged from OFT1 | Does your school offer any of the following programs to assist [sixth/seventh]-grade students who are struggling academically? There are no programs to assist [sixth/seventh] graders who are struggling academically 1. Yes.2. No |  |
| 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 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. Check this box if your school was not required to take the state assessment because it does not accept Title 1 funds 1. Yes.2. No | 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". | Dropped |  | Dropped to reduce burden |
| 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 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. Reading or verbal skills Percentage of students at or above "proficient" Open response: percent | "6th grade" modified to "Grade 6," which is more appropriate according to the style guide. | Dropped |  | Dropped to reduce burden |
| 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 | Dropped from IVFT | Grade 6 students .Reading or verbal skills Percentage required by AYP goals Open response: percent |  | Dropped |  | 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 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. Mathematics Percentage of students at or above "proficient" Open response: percent | "6th grade" modified to "Grade 6," which is more appropriate according to the style guide. | Dropped |  | Dropped to reduce burden |
| 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 | Dropped from IVFT | Grade 6 students .Mathematics - 3 Percentage required by AYP goals Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 7 students .Reading or verbal skills Percentage of students at or above "proficient" Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 7 students .Reading or verbal skills - 2 Percentage required by AYP goals Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 7 students .Mathematics Percentage of students at or above "proficient" Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 7 students .Mathematics - 3 Percentage required by AYP goals Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 8 students .Reading or verbal skills Percentage of students at or above "proficient" Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 8 students .Reading or verbal skills - 2 Percentage required by AYP goals Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 8 students .Mathematics Percentage of students at or above "proficient" Open response: percent |  | Dropped |  | 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 | Dropped from IVFT | Grade 8 students .Mathematics - 3 Percentage required by AYP goals Open response: percent |  | Dropped |  | 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 IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? Programs that focus on developing students' literacy solely in English Open response: percent | This modified question is more inclusive of various language problems, such as dual language immersion programs rather than just bilingual education. | Revised | For each of the following programs, please indicate whether students in your school receive this program during the current school year. Programs that focus on developing students' literacy solely in English 1. Yes, the program is available for Grade [6/7]students.2. No, the program is not available for Grade [6/7] students | Revised question stem and response option for clarity and reduce burden |
| 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 IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? Check here if program is not available. 1. Yes.2. No | This modified question is more inclusive of various language problems, such as dual language immersion programs rather than just bilingual education. | Dropped |  | 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 IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? Programs that focus on developing students' literacy in two languages Open response: percent | This modified question is more inclusive of various language problems, such as dual language immersion programs rather than just bilingual education. | Revised | For each of the following programs, please indicate whether students in your school receive this program during the current school year. Programs that focus on developing students' literacy in two languages. 1. Yes, the program is available for Grade [6/7] students.2. No, the program is not available for Grade [6/7] students | Revised question stem and response option for clarity and reduce burden |
| 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 IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? Check here if program is not available. 1. Yes.2. No | This modified question is more inclusive of various language problems, such as dual language immersion programs rather than just bilingual education. | Dropped |  | Dropped to reduce burden. |
| 8021307 | 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 | Unchanged from IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? Special education Open response: percent |  | Revised\*\*\* | Approximately what percentage of your [sixth-/seventh-] graders are in each of the following instructional programs? Enter a percentage in the boxes. If none, enter “0” and indicate if the program is not offered in [sixth/seventh] grade or in any grade in in your school. Special education with an Individualized Education Program (IEP)  1. Percent.2. Not offered in [sixth/seventh] grade 3. Not offered in any grade | Revised question stem and response option for clarity and reduce burden |
| 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 | Unchanged from IVFT | Approximately what percentage(s) of your sixth-grade students are in each of the following instructional programs? Check here if program is not available. 1. Yes.2. No |  | Dropped |  | Dropped to reduce burden. |
| 8021308 | Modified from ECLS-K Spring School Administrator Questionnaire, D8 | Approximately what percentage of your fifth-graders are in each of the following instructional  programs? WRITE PERCENTAGES IN BOXES. IF NONE, WRITE "0" AND INDICATE IF THE PROGRAM IS  NOT OFFERED IN FIFTH GRADE OR IN ANY GRADE IN YOUR SCHOOL.  a. Special education with an Individualized Education Program (IEP)  b. Receive accommodations through a 504 plan  c. Reading instruction for students performing below grade level in reading  d. Math instruction for students performing below grade level in math  e. A gifted and talented program  1. Percent. 2. Not offered in fifth grade. 3. Not offered in any grade | Student population |  |  |  | Added\*\*\* | Approximately what percentage of your [sixth-/seventh-] graders are in each of the following instructional programs? Enter a percentage in the boxes. If none, enter “0” and indicate if the program is not offered in [sixth/seventh] grade or in any grade in in your school. Receive accommodations through a 504 plan  1. Percent.2. Not offered in [sixth/seventh] grade 3. Not offered in any grade | Added to determine student population receiving specific instructional programs. |
| 8021309 | Modified from ECLS-K Spring School Administrator Questionnaire, D8 | Approximately what percentage of your fifth-graders are in each of the following instructional  programs? WRITE PERCENTAGES IN BOXES. IF NONE, WRITE "0" AND INDICATE IF THE PROGRAM IS  NOT OFFERED IN FIFTH GRADE OR IN ANY GRADE IN YOUR SCHOOL.  a. Special education with an Individualized Education Program (IEP)  b. Receive accommodations through a 504 plan  c. Reading instruction for students performing below grade level in reading  d. Math instruction for students performing below grade level in math  e. A gifted and talented program  1. Percent. 2. Not offered in fifth grade. 3. Not offered in any grade | Student population |  |  |  | Added\*\*\* | Approximately what percentage of your [sixth-/seventh-] graders are in each of the following instructional programs? Enter a percentage in the boxes. If none, enter “0” and indicate if the program is not offered in [sixth/seventh] grade or in any grade in in your school. A gifted and talented program 1. Percent.2. Not offered in [sixth/seventh] grade 3. Not offered in any grade | Added to determine student population receiving specific instructional programs. |
| 8021310 | Modified from ECLS-K Spring School Administrator Questionnaire, D9 | Where are children with Individualized Education Programs (IEPs) typically served in this school?  MARK ONE RESPONSE.  Children with IEPs are not served in this school.  Children with IEPs typically spend most of their day in separate classes.  Children with IEPs typically spend most of their day in the regular classroom | Student population |  |  |  | Added\*\*\* | Where are students with Individualized Education Programs (IEPs) typically served in this school? 1. Students with IEPs are not served in this school. 2. Students with IEPs typically spend most of their day in separate classes. 3. Students with IEPs typically spend most of their day in the regular classroom. | Added to determine student population receiving specific instructional programs. |
| 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 | Dropped from IVFT | Grade 7 students percent Programs that focus on developing students' literacy in two languages Open response: percent |  | Delayed | Grade 7 students percent Programs that focus on developing students' literacy in two languages Open response: percent | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 7 students Check here if program is not available. 1. Yes.2. No |  | Delayed | Grade 7 students Check here if program is not available. 1. Yes.2. No | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 7 students percent Programs that focus on developing students' literacy solely in English Open response: percent |  | Delayed | Grade 7 students percent Programs that focus on developing students' literacy solely in English Open response: percent | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 7 students Check here if program is not available. 1. Yes.2. No |  | Delayed | Grade 7 students Check here if program is not available. 1. Yes.2. No | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 7 students percent Special education Open response: percent |  | Delayed | Grade 7 students percent Special education Open response: percent | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 7 students Check here if program is not available. 1. Yes.2. No |  | Delayed | Grade 7 students Check here if program is not available. 1. Yes.2. No | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 8 students percent Programs that focus on developing students' literacy in two languages Open response: percent |  | Delayed | Grade 8 students percent Programs that focus on developing students' literacy in two languages Open response: percent | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 8 students Check here if program is not available. 1. Yes.2. No |  | Delayed | Grade 8 students Check here if program is not available. 1. Yes.2. No | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 8 students percent Programs that focus on developing students' literacy solely in English Open response: percent |  | Delayed | Grade 8 students percent Programs that focus on developing students' literacy solely in English Open response: percent | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 8 students Check here if program is not available. 1. Yes.2. No |  | Delayed | Grade 8 students Check here if program is not available. 1. Yes.2. No | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 8 students percent Special education Open response: percent |  | Delayed | Grade 8 students percent Special education Open response: percent | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Grade 8 students Check here if program is not available. 1. Yes.2. No |  | Delayed | Grade 8 students Check here if program is not available. 1. Yes.2. No | Postponed to ask in relevant grade. |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: General education with services or supports Open response: percent |  | Unchanged from OFT1 | What percentage of students with IEPs at your school are served by each of the following placement options? General education with services or supports Open response: percent |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  | Unchanged from OFT1 | What percentage of students with IEPs at your school are served by each of the following placement options? Service not available 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Classes cotaught by general and special education teachers Open response: percent |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Classes cotaught by general and special education teachers Open response: percent |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Part-time resource room for special education students Open response: percent |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Part-time resource room for special education students Open response: percent |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Self-contained special education classrooms Open response: percent |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Self-contained special education classrooms Open response: percent |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Individual instruction such as home school or a residential, off site, incarceration or hospital program Open response: percent |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Individual instruction such as home school or a residential, off site, incarceration or hospital program Open response: percent |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Other Open response: percent |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Other (Please specify) Open response: percent |  |
| 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 | Unchanged from IVFT | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  | Unchanged from OFT1 | What percentage of students with IEPs at this school are served by each of the following placement options: Service not available 1. Yes.2. No |  |
| 8030201 | 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.. | Types of services available to general education teachers who teach students with IEPs in their classroom | Modified from IVFT | 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. 1. Yes.2. No |  | Unchanged from OFT1 | 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. 1. Yes.2. No |  |
| 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 | Modified from IVFT | Are the following available to general education teachers in this school when students with IEPs are included in their classes? 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 deporting quality. | Unchanged from OFT1 | Are the following available to general education teachers in this school when students with IEPs are included in their classes? 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 |  |
| 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 | Modified from IVFT | 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 deporting quality. | Unchanged from OFT1 | 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 |  |
| 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 | Modified from IVFT | 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 deporting quality. | Unchanged from OFT1 | 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 |  |
| 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 | Modified from IVFT | Are the following available to general education teachers in this school when students with IEPs are included in their classes? Teacher aides, instructional assistants, paraprofessionals, or aides for individual students 1. Yes.2. No | Question stem modified to improve data deporting quality. | Unchanged from OFT1 | Are the following available to general education teachers in this school when students with IEPs are included in their classes? Teacher aides, instructional assistants, paraprofessionals, or aides for individual students 1. Yes.2. No |  |
| 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 | Modified from IVFT | 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 deporting quality. | Unchanged from OFT1 | 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 |  |
| 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 | Modified from IVFT | Are the following available to general education teachers in this school when students with IEPs are included in their classes? Coteaching with a special education teacher or related services provider 1. Yes.2. No | Question stem modified to improve data deporting quality. | Unchanged from OFT1 | Are the following available to general education teachers in this school when students with IEPs are included in their classes? Coteaching with a special education teacher or related services provider 1. Yes.2. No |  |
| 8030208 | New |  | Types of services available to general education teachers who teach students with IEPs in their classroom | Modified from IVFT | 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 deporting quality. | Unchanged from OFT1 | 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 |  |
| 8030209 | New |  | Types of services available to general education teachers who teach students with IEPs in their classroom | Modified from IVFT | 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 deporting quality. | Unchanged from OFT1 | 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 |  |
| 8030210 | New |  | Types of services available to general education teachers who teach students with IEPs in their classroom | Modified from IVFT | Are the following available to general education teachers in this school when students with IEPs are included in their classes? Other 1. Yes.2. No | Question stem modified to improve data deporting quality. | Unchanged from OFT1 | 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 |  |
| 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 | 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. Referrals to vocational rehabilitation services Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.2. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 | 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. Help developing capability to dress, clean, care for self Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.0. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 | 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. Learning self-determination and self-advocacy skills Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.0. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 | 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. Peer buddy program Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.0. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 | 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 Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.0. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 | 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. Helping students connect to outside transition services, supports, and activities Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.0. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 services... 1= Yes.2= No | Percent of students with IEPs who receive each type of service offered by the school | 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. Helping students connect to adult residential providers and day services Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.0. No | Revised question stem and response option for clarity. |
| 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= No | Percent of students with IEPs who receive each type of service offered by the school | 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 | 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. Information bank for parents or guardians with materials and resources relating to independent living Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes.0. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 | 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. Instruction for parents or guardians on youth's rights and responsibilities under disability related laws Open response: percent |  | Revised | For each of the following programs and supports, please indicate whether 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. Yes. 0. No | Revised question stem and response option for clarity. |
| 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 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 8030319 | New |  | Percent of students with IEPs who receive each type of service offered by the school | 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. Other (Please specify) Open response: percent |  | Revised | 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. Yes.0. No | Revised question stem and response option for clarity. |
| 8030320 | New |  | Percent of students with IEPs who receive each type of service offered by the school | 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. Program or service not available 1. Yes.2. No | Changed "service" to "support" to be more inclusive of various supports available. | Dropped |  | Dropped to reduce burden. |
| 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 IVFT | Does your school use interdisciplinary team teaching in sixth grade? 1. Yes.2. No | Modified stem text to focus on the OFT's sixth grade sample...Updated "6th grade" to "sixth grade" for consistency. | \*\*\*Unchanged from OFT1  Dropped for MS1 non-responding schools | Does your school use interdisciplinary team teaching in [sixth/seventh] grade? 1. Yes.2. No | Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 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 | Dropped from IVFT | When did your school begin using interdisciplinary team teaching in the following middle grades? 1. Before 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. 2015-16 9.Current school year 10.Don't know |  | Revised | When did your school begin using interdisciplinary team teaching in [sixth/seventh] grade? 1. Less than 1 year ago.2. 1-5 years ago.3. More than 5 years ago.4. Don't know | Revised wording and response options for clarity. |
| 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 | Dropped from IVFT | Does your school use interdisciplinary team teaching in the following grades? Grade 8 1. Yes.2. No |  | Delayed | Does your school use interdisciplinary team teaching in eighth grade?  1. Yes.2. No | Postponed to ask in relevant grade. |
|  | 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 |  | Does your school use interdisciplinary team teaching in the following grades? Grade 7 1. Yes.2. No |  | Delayed | Does your school use interdisciplinary team teaching in seventh grade?  1. Yes.2. No | Postponed to ask in relevant grade. |
| 8040201 | New |  | Interdisciplinary teaching teams | Modified from IVFT | When did your school begin using interdisciplinary team teaching in the following middle grades? Grade 6 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. 2015-16 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. | Dropped |  | Dropped due to duplicate of 8040102 |
| 8040202 | New |  | Interdisciplinary teaching teams | New from the IVFT | When did your school begin using interdisciplinary team teaching in the following middle grades?  Grade 6 Don't know 1. Yes.2. No |  | Dropped |  | Dropped to reduce burden. |
| 8040203 | New |  | Interdisciplinary teaching teams | Dropped from IVFT | When did your school begin using interdisciplinary team teaching in the following middle grades? Grade 7 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. CURRENT SCHOOL YEAR |  | Delayed | When did your school begin using interdisciplinary team teaching in seventh grade? 1. Less than 1 year ago 2. 1-5 years ago 3. More than 5 years ago. | Postponed to ask in relevant grade. |
| 8040204 | New |  | Interdisciplinary teaching teams | Dropped from IVFT | When did your school begin using interdisciplinary team teaching in the following middle grades? Don't know 1. Yes.2. No |  | Dropped | When did your school begin using interdisciplinary team teaching in seventh grade?  Don't know 1. Yes.2. No | Dropped to reduce burden. |
| 8040205 | New |  | Interdisciplinary teaching teams | Dropped from IVFT | When did your school begin using interdisciplinary team teaching in the following middle grades? Grade 8 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. CURRENT SCHOOL YEAR |  | Delayed | When did your school begin using interdisciplinary team teaching in eighth grade?  1. Less than 1 year.2. 1-5 years.3. More than 5 years.4. Don't know | Postponed to ask in relevant grade. |
| 8040206 | New |  | Interdisciplinary teaching teams | Dropped from IVFT | When did your school begin using interdisciplinary team teaching in the following middle grades? Don't know 1. Yes.2. No |  | Dropped |  | 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 | Unchanged 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. Number of interdisciplinary teams 1. 1.2. 2.3. 3.4. 4.5. 5 or more |  | Unchanged from OFT1 | For [sixth/seventh] 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. Number of interdisciplinary teams 1. 1.2. 2.3. 3.4. 4.5. 5 or more |  |
| 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 | Unchanged 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. Average number of teachers per team 1. 2.2. 3.3. 4.4. 5.5. 6.6. 7 or more |  | Unchanged from OFT1 | For [sixth/seventh] 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. Average number of teachers per team 1. 2.2. 3.3. 4.4. 5.5. 6.6. 7 or more |  |
| 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 | Unchanged 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. Average number of students per team 1. Less than 60.2. 61-90.3. 91-120.4. 121-150.5. 151-180.6. 181-210.7. 211 or more |  | Unchanged from OFT1 | For [sixth/seventh] 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. Average number of students per team 1. Less than 61.2. 61-90.3. 91-120.4. 121-150.5. 151-180.6. 181-210.7. 211 or more |  |
| 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 | Dropped from IVFT | 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 Grade 7 - number of interdisciplinary teams 1. 1.2. 2.3. 3.4. 4.5. 5 or more |  | Delayed | 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 Grade 7 - number of interdisciplinary teams 1. 1.2. 2.3. 3.4. 4.5. 5 or more | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | 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 - 4 Grade 7 - average number of teachers per team 1. 2.2. 3.3. 4.4. 5.5. 6.6. 7 or more |  | Delayed | 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 - 4 Grade 7 - average number of teachers per team 1. 2.2. 3.3. 4.4. 5.5. 6.6. 7 or more | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | 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 - 5 Grade 7 - average number of students per team 1. Less than 60.2. 61-90.3. 91-120.4. 121-150.5. 151-180.6. 181-210.7. 211 or more |  | Delayed | 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 - 5 Grade 7 - average number of students per team 1. Less than 60.2. 61-90.3. 91-120.4. 121-150.5. 151-180.6. 181-210.7. 211 or more | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | 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 Grade 8 - number of interdisciplinary teams 1. 1.2. 2.3. 3.4. 4.5. 5 or more |  | Delayed | 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 Grade 8 - number of interdisciplinary teams 1. 1.2. 2.3. 3.4. 4.5. 5 or more | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | 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 - 6 Grade 8- average number of teachers per team 1. 2.2. 3.3. 4.4. 5.5. 6.6. 7 or more |  | Delayed | 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 - 6 Grade 8- average number of teachers per team 1. 2.2. 3.3. 4.4. 5.5. 6.6. 7 or more | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | 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 - 7 Grade 8 - average number of students per team 1. Less than 60.2. 61-90.3. 91-120.4. 121-150.5. 151-180.6. 181-210.7. 211 or more |  | Delayed | 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 - 7 Grade 8 - average number of students per team 1. Less than 60.2. 61-90.3. 91-120.4. 121-150.5. 151-180.6. 181-210.7. 211 or more | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | 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/Lan English/Language arts - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 Mathematics - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 Science - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Social studies/civics - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Health - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Art - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Music - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Technology/computer science - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Foreign language - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Physical education (P.E.) - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Speical education - All grades 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Other (Please specify) - All grades 0. No.1. Yes |  | Dropped |  | 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 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 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box. Mathematics 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box. Science 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 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 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box. Health 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box. Art 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box. Music 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 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 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 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 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 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.) 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 IVFT | Please indicate whether the following subject areas are part of your typical interdisciplinary teaching team for sixth grade by checking the box. Speical education 0. No.1. Yes | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 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) Open response | Revised stem to only include grade 6. | Dropped |  | Dropped to reduce burden |
| 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 | Dropped from IVFT | 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/Lan English/Language arts - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 Mathematics - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 Science - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Social studies/civics - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Health - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Art - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Music - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Technology/computer science - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Foreign language - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Physical education (P.E.) - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Speical education - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Other (Please specify) - Grade 7 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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/Lan English/Language arts - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 Mathematics - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 Science - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Social studies/civics - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Health - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Art - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Music - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Technology/computer science - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Foreign language - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Physical education (P.E.) - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Speical education - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Dropped from IVFT | 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 stud Other (Please specify) - Grade 8 0. No.1. Yes |  | Dropped |  | 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 | Interdisciplinary teaching teams | 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 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Modified stem text to focus on the OFT's sixth grade sample. | \*\*\*Unchanged from OFT1 | For [sixth/seventh] 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 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes |  |
| 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 | Interdisciplinary teaching teams | 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. | Unchanged from OFT1 | For [sixth/seventh] 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 |  |
| 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 | Interdisciplinary teaching teams | Dropped from IVFT | 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. - 3 Grade 7 - Average common planning time per week 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes |  | Delayed | 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. - 3 Grade 7 - Average common planning time per week 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Postponed to ask in relevant grade. |
| 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 | Interdisciplinary teaching teams | Dropped from IVFT | 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. - 4  Grade 7 - Don't know |  | Delayed | 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. - 4  Grade 7 - Don't know | Postponed to ask in relevant grade. |
| 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 | Interdisciplinary teaching teams | Dropped from IVFT | 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 - Average common planning time per week 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes |  | Delayed | 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 - Average common planning time per week 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Postponed to ask in relevant grade. |
| 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 | Interdisciplinary teaching teams | Dropped from IVFT | 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. - 2  Grade 8 - Don't know |  | Delayed | 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. - 2  Grade 8 - Don't know | Postponed to ask in relevant grade. |
| 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...Revised 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 | 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. Teachers collaboratively develop or revise curriculum. 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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 | 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 assignment Teachers work collaboratively to coordinate and/or develop assignments. 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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 | 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 assessment Teachers work collaboratively to coordinate and/or develop assessments. 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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 | 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, Teachers discuss individual students (e.g., issues, accomplishments, problems). 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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 | 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 communic Teachers discuss activities related to parent involvement or communicate with parents. 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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...Coordinate content. Teachers decide common themes and related topics for instruction. None.Little.Less than half.About half.More than half | Interdisciplinary teaching teams | 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. Teachers decide common themes and related topics for instruction. 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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 | 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. Teachers arrange assemblies, trips, or other team activities. 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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 | 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. Teachers work on their own lessons, tests, grades, etc. 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 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 | 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 Other 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Dropped |  | Dropped to reduce burden |
| 8040701 | New |  | Interdisciplinary teaching teams | New from the 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 Teachers are sufficiently trained in the team approach 1. Strongly disagre.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree |  | Revised | 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 | Revised question text to be more general |
| 8040702 | New |  | Interdisciplinary teaching teams | New from the 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 Teachers identify with the team 1. Strongly disagre.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree |  | Revised | 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 their teaching team 1. Strongly disagree.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree | Revised question text to be more general |
| 8040703 | New |  | Interdisciplinary teaching teams | New from the 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 Teachers collaborate and provide professional support 1. Strongly disagre.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree |  | \*\*\*Revised | 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 | Revised question text to be more general |
| 8040704 | New |  | Interdisciplinary teaching teams | New from the 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 Teachers use integrated curriculum across subjects 1. Strongly disagre.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree |  | Revised | 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 | Revised question text to be more general |
| 8040705 | New |  | Interdisciplinary teaching teams | New from the 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 subject The school schedule has flexibility to regroup students or vary time for different subjects 1. Strongly disagre.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree |  | \*\*\*Revised | 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 | Revised question text to be more general |
| 8040706 | New |  | Interdisciplinary teaching teams | New from the 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 Students identify with the team 1. Strongly disagre.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree |  | \*\*\*Revised | 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 | Revised question text to be more general |
| 8040707 | New |  | Interdisciplinary teaching teams | New from the 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 Individual student problems are recognized quickly 1. Strongly disagre.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree |  | \*\*\*Revised | 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 | Revised question text to be more general |
| 8040801 | New |  | Services and supports | New from the 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. 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 |  | \*\*\*Revised | Please indicate the extent to which the following programs or practices are used at your school. Minimum competency tests for promotion to next grade 1. Yes. 0. No. | Revised to simplify intro text |
| 8040802 | New |  | Services and supports | New from the 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.4. Use in the future |  | \*\*\*Revised | Please indicate the extent to which the following programs or practices are used at your school. Common academic curriculum for all students in the same grade 1. Yes. 0. No. | Revised to simplify intro text |
| 8040803 | New |  | Services and supports | New from the 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.4. Use in the future |  | Revised | Please indicate the extent to which the following programs or practices are used at your school. Classes organized for cooperative learning 1. Yes. 0. No. | Revised to simplify intro text |
| 8040804 | New |  | Services and supports | New from the 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.4. Use in the future |  | \*\*\*Revised | Please indicate the extent to which the following programs or practices are used at your school. Exploratory mini courses for all students in all grades 1. Yes. 0. No. | Revised to simplify intro text |
| 8040805 | New |  | Services and supports | New from the 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.4. Use in the future |  | \*\*\*Revised | Please indicate the extent to which the following programs or practices are used at your school. Students from more than one grade level assigned together to the same academic classes 1. Yes. 0. No. | Revised to simplify intro text |
| 8040806 | New |  | Services and supports | New from the 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.4. Use in the future |  | \*\*\*Revised | Please indicate the extent to which the following programs or practices are used at your school. Information on how to help children with homework and skills provided to parents 1. Yes. 0. No. | Revised to simplify intro text |
| 8040807 | New |  | Services and supports | New from the 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.4. Use in the future |  | \*\*\*Revised | Please indicate the extent to which the following programs or practices are used at your school. Extracurricular activities for all students 1. Yes. 0. No. | Revised to simplify intro text |
| 8040808 | New |  | Services and supports | New from the 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.4. Use in the future |  | Revised | Please indicate the extent to which the following programs or practices are used at your school. Schools-within-a-school with their own administrative staffs 1. Yes. 0. No. | Revised to simplify intro text |
| 8040809 | New |  |  |  |  |  | Added | Please indicate the extent to which the following programs or practices are used at your school. None of the above  1. Yes. 0. No. | Added to allow “none” response |
| 8040902 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | 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 |  | \*\*\*Revised  Dropped for MS1 non-responding schools | Which of the following are available to your school’s [sixth/seventh]? Basic/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 | Revised question text to be more general. Response option revised for clarity  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040903 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | 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 |  | \*\*\*Revised  Dropped for MS1 non-responding schools | Which of the following are available to your school’s [sixth/seventh] graders? 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 | Revised question text to be more general. Response option revised for clarity  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040904 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | \*\*\*Revised  Dropped for MS1 non-responding schools | Which of the following are available to [sixth/seventh] graders? 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 | Revised question text to be more general. Response option revised for clarity  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040906 | HSLS:09 (School Administrator, Base Year, 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 | Dropped from IVFT | Which of the following math courses are offered by your school? .Remedial math 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 |  | Delayed | Which of the following math courses are offered by your school? .Remedial math 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 | Postponed to ask in relevant grade. |
| 8040907 | HSLS:09 (School Administrator, Base Year, 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 | Dropped from IVFT | Which of the following math courses are offered by your school? .General math 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 |  | Delayed | Which of the following math courses are offered by your school? .General math 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 | Postponed to ask in relevant grade. |
| 8040908 | HSLS:09 (School Administrator, Base Year, 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 | Dropped from IVFT | Which of the following math courses are offered by your school? .Honors math 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 |  | Delayed | Which of the following math courses are offered by your school? .Honors math 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 | Postponed to ask in relevant grade. |
| 8040924 | New |  |  |  |  |  | Added | Which of the following math courses are offered to [sixth/seventh]-graders by your school?  Specify | Added to provide specify entry. |
| 8040910 | HSLS:09 (School Administrator, Base Year, 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 | Dropped from IVFT | Which of the following math courses are offered by your school? .Remedial math 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 |  | Delayed | Which of the following math courses are offered by your school? .Remedial math 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 | Postponed to ask in relevant grade. |
| 8040911 | HSLS:09 (School Administrator, Base Year, 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 | Dropped from IVFT | Which of the following math courses are offered by your school? .General math 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 |  | Delayed | Which of the following math courses are offered by your school? .General math 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 | Postponed to ask in relevant grade. |
| 8040912 | HSLS:09 (School Administrator, Base Year, 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 | Dropped from IVFT | Which of the following math courses are offered by your school? .Honors math 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 |  | Delayed | Which of the following math courses are offered by your school? .Honors math 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 | Postponed to ask in relevant grade. |
| 8040914 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? Other math - Introduction to Algebra/Prealgebra 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 |  | \*\*\*Revised  Dropped for MS1 non-responding schools | Which of the following are available to your school’s [sixth/seventh] graders? Introduction to Algebra/Prealgebra 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 | Revised for clarification  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040915 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | \*\*\*Revised  Dropped for MS1 non-responding schools | Which of the following are available to your school’s [sixth/seventh] graders?  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 | Revised for clarification  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040916 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | \*\*\*Revised  Dropped for non-responding schools | Which of the following are available to your school’s [sixth/seventh graders? 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 | Revised for clarification  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040917 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | \*\*\*Unchanged from OFT1  Dropped for MS1 non-responding schools | Which of the following are available to your school’s [sixth/seventh]graders? 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 | Revised for clarification  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040918 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | \*\*\*Revised  Dropped for MS1 non-responding schools | Which of the following are available to your school’s [sixth/seventh] graders? 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 | Revised for clarification  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040919 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | \*\*\*Revised  Dropped for MS1 non-responding schools | Which of the following are available to your school’s [sixth/seventh] graders? 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 | Revised for clarification  Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8040920 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | Dropped |  | Dropped to reduce burden |
| 8040921 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | Dropped |  | Dropped to reduce burden |
| 8040922 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? 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 |  | Dropped |  | Dropped to reduce burden |
| 8040923 | HSLS:09 (School Administrator, Base Year, 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 | Unchanged from IVFT | Which of the following math courses are offered to sixth graders by your school? Other math - Other 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 |  | Unchanged from OFT1 | Which of the following are available to your school’s [sixth/seventh] graders? 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 |  | Courses offered and course availability | 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?.Remedial math Remedial math 1. Yes 2. No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041002 | New |  | Courses offered and course availability | 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? General math 1. Yes 2. No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041003 | New |  | Courses offered and course availability | 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? Honors math 1. Yes 2. No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041004 | New |  | Courses offered and course availability | Dropped from IVFT | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .Remedial math Grade 7 - Remedial math 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041005 | New |  | Courses offered and course availability | Dropped from IVFT | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .General math Grade 7 - General math 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041006 | New |  | Courses offered and course availability | Dropped from IVFT | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .Honors math Grade 7 - Honors math 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041007 | New |  | Courses offered and course availability | Dropped from IVFT | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .Remedial math Grade 8 - Remedial math 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041008 | New |  | Courses offered and course availability | Dropped from IVFT | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .General math Grade 8 - General math 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041009 | New |  | Courses offered and course availability | Dropped from IVFT | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .Honors math Grade 8 - Honors math 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041010 | New |  | Courses offered and course availability | 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? Introduction to Algebra/Prealgebra 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041011 | New |  | Courses offered and course availability | 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? Algebra 1, part 1 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041012 | New |  | Courses offered and course availability | 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? Algebra 1, part 2 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041013 | New |  | Courses offered and course availability | 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? Algebra 1 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041014 | New |  | Courses offered and course availability | 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?  Algebra II 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041015 | New |  | Courses offered and course availability | 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? Geometry 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041016 | New |  | Courses offered and course availability | 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? Trigonometry 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041017 | New |  | Courses offered and course availability | 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? Precalculus 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041018 | New |  | Courses offered and course availability | 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? Calculus 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041019 | New |  | Courses offered and course availability | 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? {D090S\_FILL} 1.Yes 2.No | Modified stem text to focus on the OFT's sixth grade sample. | Dropped |  | Dropped to reduce burden |
| 8041020 | New |  | Courses offered and course availability |  | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .Trigonometry  0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041021 | New |  | Courses offered and course availability |  | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .Precalculus  0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041022 | New |  | Courses offered and course availability |  | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .Calculus  0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8041023 | New |  | Courses offered and course availability |  | Are there enough slots available for the following course or courses so that students who have the necessary prerequisites and interest can enroll? .{D090S\_FILL}  0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 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 than 25 percent.6. Students are not grouped by ability. | Courses offered and course availability | Dropped from IVFT | Please estimate the percentage of sixth-grade students repeating the level of mathematics 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 |  | \*\*\*Unchanged from OFT1 | Please estimate the percentage of [sixth/seventh]-grade students repeating the level of mathematics they took in [fifth/sixth] 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 |  |
| 8041xxx | 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 IVFT | Please estimate the percentage of seventh-grade students repeating the level of mathematics they took in sixth grade. If your school uses a semester or block course system, please indicate the percentage of seventh-grade students repeating the last course section they took in sixth 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 seventh grade sample. | Unchanged from OFT1 | Please estimate the percentage of [sixth/seventh-grade students repeating the level of mathematics they took in [fifth/sixth] grade. If your school uses a semester or block course system, please indicate the percentage of seventh-grade students repeating the last course section they took in sixth 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 |  |
| 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 | Dropped from IVFT | Please estimate the percentage of eighth-grade students repeating the level of mathematics they took in 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. Do not know |  | Delayed | Please estimate the percentage of eighth-grade students repeating the level of mathematics they took in 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. Do not know | Postponed to ask in relevant grade. |
| 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 percent.6. Students are not grouped by ability. | Courses offered and course availability | 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. Do not know | Modified text to align with the style guide. | Delayed | 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. Do not know | Postponed to ask in relevant grade. |
| 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 | Dropped from IVFT | Please estimate the percentage of students demoted to a previous level in mathematics between seventh and eighth 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 |  | Delayed | Please estimate the percentage of students demoted to a previous level in mathematics between seventh and eighth 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 | Postponed to ask in relevant grade. |
| 8041501 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 6 Dropdown box |  |
| 8041502 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 7 Dropdown box |  |
| 8041503 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 8 Dropdown box |  |
| 8041504 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing below grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade?  Grade 9  Dropdown box |  |
| 8041505 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 6 Dropdown box |  |
| 8041506 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 7 Dropdown box |  |
| 8041507 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing at grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 8 Dropdown box |  |
| 8041508 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | 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 Dropdown box |  |
| 8041509 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 6 Dropdown box |  |
| 8041510 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 7 Dropdown box |  |
| 8041511 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 8 Dropdown box |  |
| 8041512 | New |  | Courses offered and course availability | 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 Dropdown box | Modified text to align with the style guide. | Unchanged from OFT1 | Thinking about students who are performing above grade level in math, what is the sequence of courses they would take starting in [sixth/seventh] grade? Grade 9 Dropdown box |  |
| 8041601 | New |  | Courses offered and course availability | Dropped from IVFT | Is there any other sequence of courses that is taken by sixth graders?  0. No.1. Yes |  | Unchanged from OFT1 | Is there any other sequence of courses that is taken by [sixth/seventh] graders? 0. No.1. Yes |  |
| 8041602 | New |  | Courses offered and course availability | Dropped from IVFT | What is the additional sequence of courses some students would take starting in Grade 6? Grade 6 Dropdown box |  | Dropped |  | Dropped to reduce burden |
| 8041603 | New |  | Courses offered and course availability | Dropped from IVFT | What is the additional sequence of courses some students would take starting in Grade 6? Grade 7 Dropdown box |  | Dropped |  | Dropped to reduce burden |
| 8041604 | New |  | Courses offered and course availability | Dropped from IVFT | What is the additional sequence of courses some students would take starting in Grade 6? Grade 8 Dropdown box |  | Dropped |  | Dropped to reduce burden |
| 8041605 | New |  | Courses offered and course availability | Dropped from IVFT | What is the additional sequence of courses some students would take starting in Grade 6? Grade 9 Dropdown box |  | Dropped |  | Dropped to reduce burden |
| 8041701 | 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  "Open response: Percent  Checkbox: Not offered" | Courses offered and course availability | 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 Open response: percent | Modified text to align with the style guide. | \*\*\*Revised | The next questions are about courses other than math at your school. Do you offer any of the following programs to your [sixth/seventh]-grade students? Reading instruction for students performing below grade level in reading 1. Yes, program is offered to Grade [6/7] students.2. No, program is not available at Grade [6/7] | Revised introduction text to reflect changes in response options and to reduce burden |
| 8041702 | ECLS-K (School Administrator, Grade 8, 24) |  | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs? Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Dropped |  | Dropped to reduce burden. With change to yes/no, we only need one QID per item. |
| 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 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your sixth-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 Open response: percent | Modified text to align with the style guide. | \*\*\*Revised | The next questions are about courses other than math at your school. Do you offer any of the following programs to your [sixth/sevnth]-grade students? Additional instruction for students performing below grade level in other areas of English language arts 1. Yes, program is offered to Grade [6/7] students.2. No, program is not available at Grade [6/7] | Revised introduction text to reflect changes in response options and to reduce burden |
| 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 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs? Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Dropped |  | Dropped to reduce burden. |
| 8041705 | 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 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs? Instruction for students performing below grade level in mathematics Open response: percent | Modified text to align with the style guide. | Dropped | Do you offer these programs to your sixth-grade students? Instruction for students performing below grade level in mathematics Open response: percent | Dropped to reduce burden. |
| 8041706 | 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 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs? Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Dropped | The next questions are about courses other than math at your school. Do you offer these programs to your sixth-grade students? Program not available at this grade 0. No.1. Yes | Dropped to reduce burden. With change to yes/no, we only need one QID per item. |
| 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs? Gifted and talented or International Baccalaureate® (IB) Open response: percent | Modified text to align with the style guide. | \*\*\*Revised | The next questions are about courses other than math at your school. Do you offer these programs to your [sixth/seventh]-grade students? Gifted and talented or International Baccalaureate® (IB) 1. Yes, program is offered to Grade [6/7] students.2. No, program is not available at Grade [6/7] | Revised introduction text to reflect changes in response options and to reduce burden |
| 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your sixth-grade students are in each of the following instructional programs? Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Dropped |  | Dropped to reduce burden. |
| 8041801 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 3 Reading instruction for students performing below grade level in reading Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 3 Reading instruction for students performing below grade level in reading Open response: percent | Postponed to ask in relevant grade. |
| 8041802 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 4 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 4 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8041803 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 5 Additional instruction for students performing below grade level in other areas of English language arts Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 5 Additional instruction for students performing below grade level in other areas of English language arts Open response: percent | Postponed to ask in relevant grade. |
| 8041804 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 6 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 6 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8041805 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? Instruction for students performing below grade level in mathematics Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? Instruction for students performing below grade level in mathematics Open response: percent | Postponed to ask in relevant grade. |
| 8041806 | 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 2 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 2 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 7 Gifted and talented or International Baccalaureate® (IB) Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 7 Gifted and talented or International Baccalaureate® (IB) Open response: percent | Postponed to ask in relevant grade. |
| 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 8 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 7 students are in each of the following instructional programs? - 8 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8041901 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 3 Reading instruction for students performing below grade level in reading Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 3 Reading instruction for students performing below grade level in reading Open response: percent | Postponed to ask in relevant grade. |
| 8041902 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 4 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 4 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8041903 | 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 5 Additional instruction for students performing below grade level in other areas of English language arts Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 5 Additional instruction for students performing below grade level in other areas of English language arts Open response: percent | Postponed to ask in relevant grade. |
| 8041904 | 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 6 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 6 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8041905 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? Instruction for students performing below grade level in mathematics Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? Instruction for students performing below grade level in mathematics Open response: percent | Postponed to ask in relevant grade. |
| 8041906 | 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 | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 2 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 2 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8041907 | 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 7 Gifted and talented or International Baccalaureate® (IB) Open response: percent | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 7 Gifted and talented or International Baccalaureate® (IB) Open response: percent | Postponed to ask in relevant grade. |
| 8041908 | 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. | Courses offered and course availability | Modified from IVFT | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 8 Instructional program not available at this grade 0. No.1. Yes | Modified text to align with the style guide. | Delayed | Approximately what percentage of your Grade 8 students is in each of the following instructional programs? - 8 Instructional program not available at this grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Sixth-grade students share information with the fifth-grade students 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\*Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. [Fifth/Sixth]-grade students share information with the [fifth/sixth]-grade students 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Fifth-grade students visit an assembly of sixth-grade students 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\*Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. [Fifth/Sixth]-grade students visit an assembly of sixth-grade students 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Fifth-grade students attend regular sixth grade courses 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\*Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. [Fifth/Sixth]-grade students attend regular sixth grade courses 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Buddy programs that pair new students with an older student in the fall 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. Buddy programs that pair new students with an older student in the fall 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Parents visit the school or sixth-grade section while students are still in fifth-grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. Parents visit the school or [sixth/seventh]-grade section while students are still in [fifth/sixth]-grade 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Parents can attend an orientation in the fall after students start sixth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. Parents can attend an orientation in the fall after students start sixth grade 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Meetings for fifth-grade students during the summer prior to beginning the sixth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. Meetings for [fifth/sixth]-grade students during the summer prior to beginning the [sixth/seventh] grade 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Sixth-grade and fifth-grade teachers meet together on courses and requirements 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh grade in any of the following ways?. [Sixth/Seventh]-grade and [fifth/sixth]-grade teachers meet together on courses and requirements 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Sixth-grade and fifth-grade administrators meet together on articulation and programs 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. [Sixth/Seventh]-grade and [fifth/sixth]-grade administrators meet together on articulation and programs 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Fifth-grade counselors meet with sixth-grade counselors or staff 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to sixth grade in any of the following ways?. [Fifth/Sixth]-grade counselors meet with sixth/seventh]-grade counselors or staff 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Sixth-grade counselors meet with students while they are still in fifth-grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. [Sixth/Seventh]-grade counselors meet with students while they are still in [fifth/sixth]-grade 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Sixth-grade counselors meet with individual fifth-grade students and assist them with selecting sixth-gradecourses while they are still in fifth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. [Sixth/Seventh]-grade counselors meet with individual [fifth/sixth]-grade students and assist them with selecting [sixth/seventh]-grade courses while they are still in [fifth/sixth] grade 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Fifth-grade counselors present information to fifth-grade students' parents or guardians about sixth-grade courses and registration 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. [Fifth/Sixth}-grade counselors present information to [fifth/sixth]-grade students' parents or guardians about [sixth/seventh]-grade courses and registration 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Fifth-grade counselors place fifth-grade students into sixth-grade courses based on school or district placement policies 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to sixth grade in any of the following ways?. [Fifth/Sixth]-grade counselors place [fifth/sixth]-grade students into [sixth/seventh]-grade courses based on school or district placement policies 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Fifth-grade counselors present information to fifth-grade students about sixth-grade courses and registration 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. [Fifth/Sixth]-grade counselors present information to [fifth/sixth]-grade students about [sixth/seventh]-grade courses and registration 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. No special activities until students enter sixth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | The next questions are about assisting students in the transition from one grade to the next. Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. No special activities until students enter [sixth/seventh] grade 0. No.1. Yes |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. Other (Please specify.) Open response | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | The next questions are about assisting students in the transition from one grade to the next. Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. Other (Please specify.) Open response |  |
| 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 IVFT | Does your school organize the transition from fifth grade to sixth grade in any of the following ways?. No transition - sixth grade seamlessly continues directly from fifth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | The next questions are about assisting students in the transition from one grade to the next. Does your school organize the transition from [fifth/sixth] grade to [sixth/seventh] grade in any of the following ways?. No transition – [sixth/seventh] grade seamlessly continues directly from [fifth/sixth] grade 0. No.1. Yes |  |
| 8042100 | New |  | Assistance with transitions from elementary to middle and middle to high school grades | 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 | Used IVFT fills to accommodate for schools with vary grade structures. | \*\*\* Unchanged from OFT1 | Does your school provide additional assistance with the transition from [fifth/sixth] grade to [sixth/seventh] grade for students with disabilities? 1. Yes.2. No |  |
| 8042101 | New |  | Assistance with transitions from elementary to middle and middle to high school grades |  |  |  | \*\*\*Added | Does your school provide additional assistance with the transition from fifth grade to sixth grade for students with disabilities? Open response. | Added specify option if “yes” is selected in 8042100. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? No transition- seventh grade seamlessly continues directly from sixth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? No transition- seventh grade seamlessly continues directly from sixth grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? No special activities until students enter seventh grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? No special activities until students enter seventh grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade students share information with the sixth-grade students 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade students share information with the sixth-grade students 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth -grade students visit an assembly of seventh- grade students 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth -grade students visit an assembly of seventh- grade students 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth -grade students attend regular seventh-grade courses 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth -grade students attend regular seventh-grade courses 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Buddy programs that pair new students with an older student in the fall 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Buddy programs that pair new students with an older student in the fall 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Parents visit the school or seventh-grade section while students are still in sixth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Parents visit the school or seventh-grade section while students are still in sixth grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Parents can attend an orientation in the fall after students start seventh grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Parents can attend an orientation in the fall after students start seventh grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Meetings for sixth -grade students during the summer prior to beginning the seventh grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Meetings for sixth -grade students during the summer prior to beginning the seventh grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade and sixth-grade teachers meet together on courses and requirements 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade and sixth-grade teachers meet together on courses and requirements 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade and sixth-grade administrators meet together on articulation and programs 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade and sixth-grade administrators meet together on articulation and programs 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth -grade counselors meet with seventh-grade counselors or staff 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth -grade counselors meet with seventh-grade counselors or staff 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh -grade counselors meet with students while they are still in sixth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh -grade counselors meet with students while they are still in sixth grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade counselors meet with individual sixth -grade students and assist them with selecting seventh-grade courses while they are still in sixth grade 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Seventh-grade counselors meet with individual sixth -grade students and assist them with selecting seventh-grade courses while they are still in sixth grade 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth-grade counselors present information to sixth -grade students' parents or guardians about seventh-grade courses and registration 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth-grade counselors present information to sixth -grade students' parents or guardians about seventh-grade courses and registration 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth-grade counselors place sixth-grade students into seventh-grade courses based on school or district placement policies 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth-grade counselors place sixth-grade students into seventh-grade courses based on school or district placement policies 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth-grade counselors present information to sixth -grade students about seventh-grade courses and registration 0. No.1. Yes | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Sixth-grade counselors present information to sixth -grade students about seventh-grade courses and registration 0. No.1. Yes | Postponed to ask in relevant grade. |
| 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 IVFT | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Other (Please specify.) Open response | Used IVFT fills to accommodate for schools with vary grade structures. | Delayed | Does your school organize the transition from sixth grade to seventh grade in any of the following ways? Other (Please specify.) Open response | Postponed to ask in relevant grade. |
| 8042300 | New |  | Assistance with transitions from elementary to middle and middle to high school grades | 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 | Used IVFT fills to accommodate for schools with vary grade structures. | Dropped | Does your school provide additional assistance with the transition from sixth -grade to seventh-grade for students with disabilities? 1. Yes.2. No | Dropped to reduce burden |
| 8042401 | New |  | Student advising time | Unchanged from IVFT | Does your school have an advisory program in the sixth grade? 0. No.1. Yes |  | \*\*\*Revised | Does your school have an advisory program in the [sixth/seventh] grade? 0. No.1. Yes | Revised for clarification |
| 8042402 | New |  | Student advising time | Unchanged from IVFT | Does your school have an advisory program in the following grades? .Grade 7 Grade 7 0. No.1. Yes |  | Delayed | Does your school have an advisory program in the following grades? .Grade 7 Grade 7 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8042403 | New |  | Student advising time | Unchanged from IVFT | Does your school have an advisory program in the following grades? .Grade 8 Grade 8 0. No.1. Yes |  | Delayed | Does your school have an advisory program in the following grades? .Grade 8 Grade 8 0. No.1. Yes | Postponed to ask in relevant grade. |
| 8042501 | New |  | Student advising time | 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 | Changed auto-fill reference to reflect updated item. | \*\*\*Unchanged from OFT1 | Which of the following best describes the way your school schedules time for the advisory program in [sixth/seventh] 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) |  |
| 8042502 | New |  | Student advising time | Modified from IVFT | Which of the following best describes the way your school schedules time for the seventh-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 | Changed auto-fill reference to reflect updated item. | Delayed | Which of the following best describes the way your school schedules time for the seventh-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 | Postponed to ask in relevant grade. |
| 8042503 | New |  | Student advising time | Modified from IVFT | Which of the following best describes the way your school schedules time for the eighth-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 | Changed auto-fill reference to reflect updated item. | Delayed | Which of the following best describes the way your school schedules time for the eighth-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 | Postponed to ask in relevant grade. |
| 8042601 | New |  | Student advising time | Modified from IVFT | When did your school begin using an advisory program in the sixth grade? School year started using advisory program 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. 2015-16 9.CURRENT SCHOOL YEAR | Changed format of response options to be consistent with other items. | \*\*\*Revised | When did your school begin using an advisory program in the [sixth/seventh] grade? School year started using advisory program  1. This year 2. 1-5 years ago 3. More than 5 years ago | Revised response options for clarity. |
| 8042602 | New |  | Student advising time | Unchanged from IVFT | When did your school begin using an advisory program in the sixth grade?  Don't know |  | \*\*\*Unchanged from OFT1 | When did your school begin using an advisory program in the [sixth/seventh] grade?  Don't know |  |
| 8042603 | New |  | Student advising time | Modified from IVFT | When did your school begin using an advisory program in the middle grades? - 3 Grade 7 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. CURRENT SCHOOL YEAR | Changed format of response options to be consistent with other items. | Delayed | When did your school begin using an advisory program in the middle grades? - 3 Grade 7 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. CURRENT SCHOOL YEAR | Postponed to ask in relevant grade. |
| 8042604 | New |  | Student advising time | Unchanged from IVFT | When did your school begin using an advisory program in the middle grades? - 4  Don't know |  | Delayed | When did your school begin using an advisory program in the middle grades? - 4  Don't know | Postponed to ask in relevant grade. |
| 8042605 | New |  | Student advising time | Modified from IVFT | When did your school begin using an advisory program in the middle grades? Grade 8 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. CURRENT SCHOOL YEAR | Changed format of response options to be consistent with other items. | Delayed | When did your school begin using an advisory program in the middle grades? Grade 8 1. BEFORE 2008-09.2. 2009-10.3. 2010-11.4. 2011-12.5. 2012-13.6. 2013-14.7. 2014-15.8. CURRENT SCHOOL YEAR | Postponed to ask in relevant grade. |
| 8042606 | New |  | Student advising time | Unchanged from IVFT | When did your school begin using an advisory program in the middle grades? - 2  Don't know |  | Delayed | When did your school begin using an advisory program in the middle grades? - 2  Don't know | Postponed to ask in relevant grade. |
| 8042701 | New |  | Student advising time | 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. 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Changed format of response options to be consistent with other items. | \*\*\* Unchanged from OFT1  Dropped for MS1 non-responding schools | On average, how much time do teachers regularly meet with [sixth/seventh]-grade students for advising? Your best estimate is fine. Average advising time per week. 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Dropped for MS1 non-responding schools to reduce items to only those needed for non-response bias analysis |
| 8042702 | New |  | Student advising time | 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 format of response options to be consistent with other items. | \*\*\* Unchanged from OFT1 | On average, how much time do teachers regularly meet with [sixth/seventh]-grade students for advising? Your best estimate is fine.  Don't know |  |
| 8042703 | New |  | Student advising time | Modified from IVFT | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. - 3 Grade 7 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Changed format of response options to be consistent with other items. | Delayed | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. - 3 Grade 7 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Postponed to ask in relevant grade. |
| 8042704 | New |  | Student advising time | Modified from IVFT | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. - 4  Don't know | Changed format of response options to be consistent with other items. | Delayed | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. - 4  Don't know | Postponed to ask in relevant grade. |
| 8042705 | New |  | Student advising time | Modified from IVFT | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. Grade 8 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Changed format of response options to be consistent with other items. | Delayed | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. Grade 8 1. None.2. Less than 30 minutes.3. 30-60 minutes.4. 61-120 minutes.5. 121-180 minutes.6. More than 180 minutes | Postponed to ask in relevant grade. |
| 8042706 | New |  | Student advising time | Modified from IVFT | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. - 2  Don't know | Changed format of response options to be consistent with other items. | Delayed | On average, how much time do teachers regularly meet with students for advising? Your best estimate is fine. - 2  Don't know | Postponed to ask in relevant grade. |
| 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 IVFT | Are sixth-grade students offered instruction on. Nutrition and dietary behavior? 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\*Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on... Nutrition and dietary behavior? 0. No.1. Yes |  |
| 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 IVFT | Are sixth-grade students offered instruction on. Physical activity and fitness that is classroom instruction, not a physical education period? 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\*Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on.. Physical activity and fitness that is classroom instruction, not a physical education period? 0. No.1. Yes |  |
| 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 IVFT | Are sixth-grade students offered instruction on. Alcohol or other drug use prevention? 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\* Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on... Alcohol or other drug use prevention? 0. No.1. Yes |  |
| 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 IVFT | Are sixth-grade students offered instruction on. Tobacco use prevention? 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\* Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on... Tobacco use prevention? 0. No.1. Yes |  |
| 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 IVFT | Are sixth-grade students offered instruction on. HIV (human immunodeficiency virus) prevention? 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\* Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on... HIV (human immunodeficiency virus) prevention? 0. No.1. Yes |  |
| 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 IVFT | Are sixth-grade students offered instruction on. STD (sexually transmitted disease) prevention? 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\* Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on... STD (sexually transmitted disease) prevention? 0. No.1. Yes |  |
| 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 IVFT | Are sixth-grade students offered instruction on. Sexual health education? 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\* Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on... Sexual health education? 0. No.1. Yes |  |
| 8042808 | New |  | Health services (e.g., sex education classes) |  | Are sixth-grade students offered instruction on. Instruction was not offered for any of the topics listed. 0. No.1. Yes |  | \*\*\* Unchanged from OFT1 | Are [sixth/seventh]-grade students offered instruction on... Instruction was not offered for any of the topics listed. 0. No.1. Yes |  |
| 8050101 | HSLS:09 (School Administrator, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .School tardiness School tardiness 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .School absenteeism School absenteeism 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Student class cutting Student class cutting 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Teacher absenteeism Teacher absenteeism 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Students dropping out Students dropping out 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Delayed | 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 | Delayed asking until Grade 8 when it is likely more relevant |
| 8050106 | HSLS:09 (School Administrator, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Student apathy Student apathy 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Lack of parental involvement Lack of parental involvement 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Students coming to school unprepared to learn Students coming to school unprepared to learn 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Poor student health Poor student health 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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, Base Year, 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) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Lack of resources and materials Lack of resources and materials 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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 |  | Problems at school (student absenteeism, tardiness, student misconduct, bullying) | Unchanged from IVFT | To what degree is each of the following a problem at your school? .Student mobility Student mobility 1. Not a problem.2. Minor problem.3. Moderate problem.4. Serious problem |  | \*\*\*Unchanged from OFT1 | 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) | 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 Conflicts resulting from student racial/ethnic tensions 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | \*\*\*Unchanged from OFT1 | 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) | 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 Student bullying 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | \*\*\*Unchanged from OFT1 | 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) | 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 Student sexual harassment of other students 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Unchanged from OFT1 | 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) | 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 Student harassment of other students based on sexual orientation or gender identity 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Unchanged from OFT1 | 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) | 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 Widespread disorder in classrooms 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | Unchanged from OFT1 | 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) | 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 Students yelling and screaming at teachers 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | \*\*\*Unchanged from OFT1 | 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) | 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 Student acts of disrespect for teachers other than verbal abuse 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | \*\*\*Unchanged from OFT1 | 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) | 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 Gang activities 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | \*\*\*Unchanged from OFT1 | 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) | 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 Cult or extremist group activities 1. Never.2. Rarely.3. Sometimes.4. Often.5. Very often |  | \*\*\*Unchanged from OFT1 | 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 the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  a. Require visitors to sign or check in | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Require visitors to sign or check in Require visitors to sign or check in 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Dropped |  | Dropped to reduce burden . This item is in the facilities checklist. |
| 8050302 | SSOCS (Principal, 2009- 10, Q1b) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  b. Control access to school buildings during school hours (e.g., locked or monitored doors) | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Control access to school buildings during school hours Control access to school buildings during school hours 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050303 | SSOCS (Principal, 2009- 10, Q1c) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  c. Control access to school grounds during school hours (e.g., locked or monitored gates) | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Control access to school grounds during school hours Control access to school grounds during school hours 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050304 | SSOCS (Principal, 2009- 10, Q1d) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  d. Require students to pass through metal detectors each day | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Require students to pass through metal detectors each day Require students to pass through metal detectors each day 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Dropped |  | Dropped to reduce burden . This item is in the facilities checklist. |
| 8050305 | SSOCS (Principal, 2009- 10, Q1l) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  l. Require students to wear uniforms | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Require students to wear uniforms Require students to wear uniforms 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050306 | SSOCS (Principal, 2009- 10, Q1m) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  m. Enforce a strict dress code | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Enforce a strict dress code Enforce a strict dress code 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050307 | SSOCS (Principal, 2009- 10, Q1g and h) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.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 IVFT | During this school year, is it a practice of your school to do the following? .Perform one or more random sweeps for contraband, including dog sniffs Perform one or more random sweeps for contraband, including dog sniffs 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050308 | SSOCS (Principal, 2009- 10, Q1n) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  n. Provide school lockers to students | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Provide school lockers to students Provide school lockers to students 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050309 | SSOCS (Principal, 2009- 10, Q1o) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  o. Require clear book bags or ban book bags on school grounds | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Require clear book bags or ban book bags on school grounds Require clear book bags or ban book bags on school grounds 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050310 | SSOCS (Principal, 2009- 10, Q1r) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  r. Require students to wear badges or picture IDs | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Require students to wear badges or picture IDs Require students to wear badges or picture IDs 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Dropped |  | Dropped to reduce burden |
| 8050311 | SSOCS (Principal, 2009- 10, Q1s) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  s. Require faculty and staff to wear badges or picture IDs | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Require faculty and staff to wear badges or picture IDs Require faculty and staff to wear badges or picture IDs 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Dropped |  | Dropped to reduce burden |
| 8050312 | SSOCS (Principal, 2009- 10, Q1t) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  t. Use one or more security cameras to monitor the school | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Use one or more security cameras to monitor the school Use one or more security cameras to monitor the school 0. No.1. Yes | Revised item to be a "Select all that apply" format. | Dropped |  | Dropped to reduce burden |
| 8050313 | SSOCS (Principal, 2009- 10, Q1w) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  w. Limit access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Limit access to social networking websites from school computers Limit access to social networking websites from school computers 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\*Revised | 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. Block access to social networking websites from school computers 0. No.1. Yes | Revised wording for clarity. |
| 8050314 | SSOCS (Principal, 2009- 10, Q1x) | During the 2009-10 school year, was 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. Check “Yes” or “No” on each line.  x. Prohibit use of cell phones and text messaging devices during school hours | School-level security | Modified from IVFT | During this school year, is it a practice of your school to do the following? .Prohibit use of cell phones, smart phones, and text messaging devices during school hours Prohibit use of cell phones, smart phones, and text messaging devices during school hours 0. No.1. Yes | Revised item to be a "Select all that apply" format. | \*\*\*Unchanged from OFT1 | 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 0. No.1. Yes |  |
| 8050400 | SSOCS (Principal, 2009- 10,Q7) | During the 2009–10 school year, did you have 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 | 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? 0. No.1. Yes | Added "school resource officers". | \*\*\*Unchanged from OFT1 | 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? 0. No.1. Yes |  |
| 8050501 | SSOCS (Principal, 2009- 10,Q8) | Were 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? Check “Yes” or “No” on each line.  a. At any time during school hours 1. Yes. 2. No | School-level security | 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? At any time during school hours 0. No.1. Yes | Added "school resource officers". | Unchanged from OFT1 | 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? At any time during school hours 0. No.1. Yes |  |
| 8050502 | SSOCS (Principal, 2009- 10,Q8) | Were 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? Check “Yes” or “No” on each line.  b. While students were arriving or leaving 1. Yes. 2. No | School-level security | 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? While students are arriving or leaving 0. No.1. Yes | Added "school resource officers". | Unchanged from OFT1 | 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? While students are arriving or leaving 0. No.1. Yes |  |
| 8050503 | SSOCS (Principal, 2009- 10,Q8) | Were 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? Check “Yes” or “No” on each line.  c. At selected school activities (e.g., athletic and social events, open houses, science fairs) 1. Yes. 2. No | School-level security | 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? At selected school activities 0. No.1. Yes | Added "school resource officers". | Unchanged from OFT1 | 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? At selected school activities 0. No.1. Yes |  |
| 8050504 | SSOCS (Principal, 2009- 10,Q8) | Were 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? Check “Yes” or “No” on each line.  d. When school/school activities were not occurring 1. Yes. 2. No | School-level security | 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? When school activities are not occurring 0. No.1. Yes | Added "school resource officers"..Modified text to be inclusive of times when school activities are not in session. | Unchanged from OFT1 | 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? When school is out/school activities are not occurring 0. No.1. Yes |  |
| 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. 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 | 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 Open response |  | Revised | How many full-time equivalent (FTE) security personnel (such as school resource officers, security guards, police officers) are present in your school during a typical week?  Open response | Revised to combine three response options into one response option to reduce burden. |
| 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 | 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 Open response |  | Dropped |  | Dropped to reduce burden |
| 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 | 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 Open response |  | Dropped |  | Dropped to reduce burden |
| 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 | School-level security | Dropped from IVFT | 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 |  | Dropped to reduce burden . This item is too difficult to estimate. |
| 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 | School-level security | 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. | \*\*\*Unchanged from OFT1 | 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 |  |
| 8060102 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Please indicate the number of full-time equivalent (FTE) sixth-grade teachers by subject area. Please give your best estimate. Mathematics Open response | Modified stem text to focus on the OFT's sixth grade sample. | \*\*\* Unchanged from OFT1 | Please indicate the number of full-time equivalent (FTE) [sixth/seventh]-grade teachers by subject area. Please give your best estimate. Mathematics Open response |  |
| 8060103 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Please indicate the number of full-time equivalent (FTE) sixth-grade teachers by subject area. Please give your best estimate. English/Language arts Open response | Modified stem text to focus on the OFT's sixth grade sample. | \*\*\* Unchanged from OFT1 | Please indicate the number of full-time equivalent (FTE) [sixth/seventh]-grade teachers by subject area. Please give your best estimate. English/Language arts Open response |  |
| 8060104 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Please indicate the number of full-time equivalent (FTE) sixth-grade teachers by subject area. Please give your best estimate. Science Open response | Modified stem text to focus on the OFT's sixth grade sample. | \*\*\* Unchanged from OFT1 | Please indicate the number of full-time equivalent (FTE) [sixth/seventh]-grade teachers by subject area. Please give your best estimate. Science Open response |  |
| 8060106 | HSLS:09 (School Administrator, Base Year, 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) | Dropped from IVFT | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Mathematics Grade 7 - Mathematics Open response |  | Delayed | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Mathematics Grade 7 - Mathematics Open response | Postponed to ask in relevant grade. |
| 8060107 | HSLS:09 (School Administrator, Base Year, 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) | Dropped from IVFT | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .English/Language arts Grade 7 - English/Language arts Open response |  | Delayed | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .English/Language arts Grade 7 - English/Language arts Open response | Postponed to ask in relevant grade. |
| 8060108 | HSLS:09 (School Administrator, Base Year, 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) | Dropped from IVFT | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Science Grade 7 - Science Open response |  | Delayed | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Science Grade 7 - Science Open response | Postponed to ask in relevant grade. |
| 8060110 | HSLS:09 (School Administrator, Base Year, 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) | Dropped from IVFT | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Mathematics Grade 8 - Mathematics Open response |  | Delayed | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Mathematics Grade 8 - Mathematics Open response | Postponed to ask in relevant grade. |
| 8060111 | HSLS:09 (School Administrator, Base Year, 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) | Dropped from IVFT | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .English/Language arts Grade 8 - English/Language arts Open response |  | Delayed | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .English/Language arts Grade 8 - English/Language arts Open response | Postponed to ask in relevant grade. |
| 8060112 | HSLS:09 (School Administrator, Base Year, 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) | Dropped from IVFT | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Science Grade 8 - Science Open response |  | Delayed | For each grade level, please indicate the number of full-time equivalent (FTE) teachers by subject area. Please give your best estimate. .Science Grade 8 - Science Open response | Postponed to ask in relevant grade. |
| 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) | 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. .Classrooms teachers Classroom teachers Open response |  | \*\*\*Unchanged from OFT1 | Thinking of all the subjects offered in your school, how many classroom teachers are currently working at your school? Your best estimate is fine. .  Classroom teachers Open response |  |
| 8060301 | New |  | Preparedness of teachers to teach particular courses/subjects | Unchanged from IVFT | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Elementary certification Open response |  | Unchanged from OFT1 | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Elementary certification Open response |  |
| 8060302 | New |  | Preparedness of teachers to teach particular courses/subjects | Unchanged from IVFT | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Secondary subject matter certification Open response |  | Unchanged from OFT1 | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Secondary subject-matter certification Open response |  |
| 8060303 | New |  | Preparedness of teachers to teach particular courses/subjects | Unchanged from IVFT | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Middle grades endorsement Open response |  | Unchanged from OFT1 | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Middle grades endorsement Open response |  |
| 8060304 | New |  | Preparedness of teachers to teach particular courses/subjects | Unchanged from IVFT | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Specific middle grades certification Open response |  | Unchanged from OFT1 | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Specific middle grades certification Open response |  |
| 8060305 | New |  | Preparedness of teachers to teach particular courses/subjects | Unchanged from IVFT | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Special education certification Open response |  | Unchanged from OFT1 | How many classroom teachers in your school have the following certifications? Your best estimate is fine. Special education certification Open response |  |
| 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 IVFT | To what extent do you disagree or agree with the following statements? 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. | Unchanged from OFT1 | To what extent do you disagree or agree with the following statements? 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 |  |
| 8060402 | New |  | Preparedness of teachers to teach particular courses/subjects | Modified from IVFT | To what extent do you disagree or agree with the following statements? 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. | Unchanged from OFT1 | To what extent do you disagree or agree with the following statements? 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 |  |
| 8060403 | New |  | Preparedness of teachers to teach particular courses/subjects | Modified from IVFT | To what extent do you disagree or agree with the following statements? 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. | Unchanged from OFT1 | To what extent do you disagree or agree with the following statements? 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 |  |
| 8060404 | New |  | Preparedness of teachers to teach particular courses/subjects | Modified from IVFT | To what extent do you disagree or agree with the following statements? 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. | Delayed | To what extent do you disagree or agree with the following statements? 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 | Delayed for later rounds when more students will be enrolled in Algebra II |
| 8060501 | New |  | Preparedness of teachers to teach particular courses/subjects | Modified from IVFT | To what extent do you disagree or agree with the following statements? General mathematics teachers at your school are adequately prepared to assist students who are experiencing difficulties in general mathematics. 1. Strongly disagree.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree.6. Subject not taught at this school | Modified text to capture agreement/disagreement. | Revised | To what extent do you disagree or agree with the following statements? General mathematics teachers are adequately prepared to assist students who are experiencing difficulties in general mathematics. 1. Strongly disagree.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree.6. Subject not taught at this school | Revised question text to be more general |
| 8060502 | New |  | Preparedness of teachers to teach particular courses/subjects | Modified from IVFT | To what extent do you disagree or agree with the following statements? Algebra I teachers at your school are adequately prepared to assist students who are experiencing difficulties in Algebra I. 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. | Revised | To what extent do you disagree or agree with the following statements? Algebra I teachers are adequately prepared to assist students who are experiencing difficulties in Algebra I. 1. Strongly disagree.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree.6. Subject not taught at this school | Revised question text to be more general |
| 8060503 | New |  | Preparedness of teachers to teach particular courses/subjects | Modified from IVFT | To what extent do you disagree or agree with the following statements? Algebra II teachers at your school are adequately prepared to assist students who are experiencing difficulties in Algebra II. 1. Strongly disagree.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree.6. Subject not taught at this school | Modified text to capture agreement/disagreement. | Revised | To what extent do you disagree or agree with the following statements? Algebra II teachers are adequately prepared to assist students who are experiencing difficulties in Algebra II. 1. Strongly disagree.2. Disagree.3. Neither agree nor disagree.4. Agree.5. Strongly agree.6. Subject not taught at this school | Revised question text to be more general |
| 8060601 | New |  | Preparedness of teachers to teach particular courses/subjects | New from the IVFT | How often do you do the following? 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 |  | Unchanged from OFT1 | How often do you do the following? 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 |  | Preparedness of teachers to teach particular courses/subjects | New from the IVFT | How often do you do the following? 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 |  | Unchanged from OFT1 | How often do you do the following? 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 | New |  | Preparedness of teachers to teach particular courses/subjects | New from the IVFT | How often do you do the following? 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 |  | Unchanged from OFT1 | How often do you do the following? 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 |  |
| 8060604 | New |  | Preparedness of teachers to teach particular courses/subjects | New from the IVFT | How often do you do the following? 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 |  | Unchanged from OFT1 | How often do you do the following? 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 |  |
| 8060605 | New |  | Preparedness of teachers to teach particular courses/subjects | New from the IVFT | How often do you do the following? 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 |  | Unchanged from OFT1 | How often do you do the following? 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 |  |
| 8060701 | New |  |  |  |  |  | Added | How many weeks per year are the grade [6/7] math classes typically held?  Open response | Added 3 items removed from Math teacher survey (multiple respondents per school) to administrator survey to reduce burden |
| 8060702 | New |  |  |  |  |  | Added | How many days per week are the grade [6/7] math classes typically held?  1. One day.2. Two days.3. Three days.4. Four days.5. Five days.6. Six days | Added 3 items removed from Math teacher survey (multiple respondents per school) to administrator survey to reduce burden |
| 8060703 | New |  |  |  |  |  | Added | How many minutes is a typical grade [6/7] math class?  Open response | Added 3 items removed from Math teacher survey (multiple respondents per school) to administrator survey to reduce burden |
| 8070100 | HSLS:09 (School Administrator, Base Year, Sect. E, Q 1) | What is your sex? 1. Male.2. Female | Demographics | Unchanged from IVFT | What is your sex? 1. Male.2. Female |  | Unchanged from OFT1 | The next set of questions are about your background and experience. What is your sex? 1. Male.2. Female |  |
| 8070200 | HSLS:09 (School Administrator, Base Year, Sect. E, Q 2) | Are you of Hispanic or [Latino/Latina] origin?  0. No.1. Yes | Demographics | Modified from IVFT | Are you Hispanic or Latino/Latina? 0. No.1. Yes | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. | \*\*\*Revised | Are you of Hispanic or Latino origin? 1. Yes.2. No | Changed to make consisit with Census wording |
| 8070301 | HSLS:09 (School Administrator, Base Year, Sect. E, Q 3) | Which of the following choices describe your race? You may choose more than one. 1. White | Demographics | Modified from IVFT | Which of the following best describes your race? You may choose more than one. White 0. No.1. Yes | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. | Unchanged from OFT1 | Which of the following best describes your race? You may choose more than one. White 0. No.1. Yes |  |
| 8070302 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Which of the following best describes your race? You may choose more than one. Black or African American 0. No.1. Yes | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. | Unchanged from OFT1 | Which of the following best describes your race? You may choose more than one. Black or African American 0. No.1. Yes |  |
| 8070303 | HSLS:09 (School Administrator, Base Year, Sect. E, Q 3) | Which of the following choices describe your race? You may choose more than one. 3. Asian . | Demographics | Modified from IVFT | Which of the following best describes your race? You may choose more than one. Asian 0. No.1. Yes | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. | Unchanged from OFT1 | Which of the following best describes your race? You may choose more than one. Asian 0. No.1. Yes |  |
| 8070304 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Which of the following best describes your race? You may choose more than one. Native Nawaiian or other Pacific Islander 0. No.1. Yes | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. | Unchanged from OFT1 | Which of the following best describes your race? You may choose more than one. Native Hawaiian or other Pacific Islander 0. No.1. Yes |  |
| 8070305 | HSLS:09 (School Administrator, Base Year, 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 IVFT | Which of the following best describes your race? You may choose more than one. American Indian or Alaska Native 0. No.1. Yes | Wording was changed back to the original to be consistent with other studies and how we ask race of every respondent type. | Unchanged from OFT1 | Which of the following best describes your race? You may choose more than one. American Indian or Alaska Native 0. No.1. Yes |  |
| 8070400 | HSLS:09 (School Administrator, Base Year, Sect. E, Q 4) | What is the highest degree you have earned? | Educational background | 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 |  | Revised | What is the highest degree you have earned? 1. Associate's degree (for example: AA, AS) .2. Bachelor's degree. (for example: BA, BS) 3. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA).4. Educational Specialist or professional diploma based on at least one year of coursework past a Master's degree level.5. Doctorate or an advanced professional degree beyond a Master's degree (for example: Ph.D, Ed.D, MD, DDS, DVM, JD) .6. I do not have a degree | Added clarifying text and to make consistent with other adult surveys |
| 8070500 | HSLS:09 (School Administrator, Base Year, Sect. E, Q 5) | What was your major field of study for your [highest degree earned]?  (Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.) | Educational background | Modified from IVFT | What was your major or field of study for your {G04\_FILL}? Open response | Revised stem to include more than one major and/or field...Changed auto-fill reference to reflect updated item. | Unchanged from OFT1 | What was your major(s) or field(s) of study for your [G04]? Open response |  |
| 8070601 | New |  | Educational background | Modified from IVFT | What teaching certification(s) have you ever held? Middle grades certification 0. No.1. Yes | Revised to allow for past certifications. | Unchanged from OFT1 | What teaching certification(s) have you ever held? Middle grades certification 0. No.1. Yes |  |
| 8070602 | New |  | Educational background | Modified from IVFT | What teaching certification(s) have you ever held? Elementary certification 0. No.1. Yes | Revised to allow for past certifications. | Unchanged from OFT1 | What teaching certification(s) have you ever held? Elementary certification 0. No.1. Yes |  |
| 8070603 | New |  | Educational background | Modified from IVFT | What teaching certification(s) have you ever held? Secondary subject matter certification 0. No.1. Yes | Revised to allow for past certifications. | Unchanged from OFT1 | What teaching certification(s) have you ever held? Secondary subject matter certification 0. No.1. Yes |  |
| 8070604 | New |  | Educational background | Modified from IVFT | What teaching certification(s) have you ever held? Special education certification 0. No.1. Yes | Revised to allow for past certifications. | Unchanged from OFT1 | What teaching certification(s) have you ever held? Special education certification 0. No.1. Yes |  |
| 8070605 | New |  | Educational background | Modified from IVFT | What teaching certification(s) have you ever held? Other (Please specify) Open response | Revised to allow for past certifications. | Unchanged from OFT1 | What teaching certification(s) have you ever held? Other (Please specify) Open response |  |
| 8070701 | New |  | Specific training associated with middle grades | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? .Preservice coursework Preservice coursework 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden. Admin already asked about certification degree. |
| 8070702 | New |  | Specific training associated with middle grades | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? .Certification coursework Certification coursework 0. No.1. Yes |  | Unchanged from OFT1 | Have you received any specialized training in the instructional and organizational needs of a middle school? Certification coursework 0. No.1. Yes |  |
| 8070703 | New |  | Specific training associated with middle grades | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? .Professional development Professional development 0. No.1. Yes |  | Unchanged from OFT1 | Have you received any specialized training in the instructional and organizational needs of a middle school? Professional development 0. No.1. Yes |  |
| 8070704 | New |  | Specific training associated with middle grades | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? .Master's degree Master's degree 0. No.1. Yes |  | Unchanged from OFT1 | Have you received any specialized training in the instructional and organizational needs of a middle school? Master's degree 0. No.1. Yes |  |
| 8070705 | New |  | Specific training associated with middle grades | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? .Doctoral degree Doctoral degree 0. No.1. Yes |  | Unchanged from OFT1 | Have you received any specialized training in the instructional and organizational needs of a middle school? Doctoral degree 0. No.1. Yes |  |
| 8070706 | New |  | Specific training associated with middle grades | Unchanged from IVFT | Have you received any specialized training in the instructional and organizational needs of a middle school? .Other Other (Please specify) Open response |  | Unchanged from OFT1 | Have you received any specialized training in the instructional and organizational needs of a middle school? Other (Please specify) Open response |  |
| 8070707 | New |  | Specific training associated with middle grades |  | Have you received any specialized training in the instructional and organizational needs of a middle school? .Other Never received any specialized training 0. No.1. Yes |  | Unchanged from OFT1 | Have you received any specialized training in the instructional and organizational needs of a middle school? Never received any specialized training 0. No.1. Yes |  |
| 8070801 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Principal/school administrator of another elementary school Principal/school administrator of another elementary school 0. No.1. Yes |  | Unchanged from OFT1 | What other experiences in education have you had in the past? Principal/school administrator of another elementary school 0. No.1. Yes |  |
| 8070802 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Principal/school administrator of another middle school or junior high school Principal/school administrator of another middle school or junior high school 0. No.1. Yes |  | Unchanged from OFT1 | What other experiences in education have you had in the past? Principal/school administrator of another middle school or junior high school 0. No.1. Yes |  |
| 8070803 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Principal/school administrator of another high school Principal/school administrator of another high school 0. No.1. Yes |  | Unchanged from OFT1 | What other experiences in education have you had in the past? Principal/school administrator of another high school 0. No.1. Yes |  |
| 8070804 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Assistant principal Assistant principal 0. No.1. Yes |  | Unchanged from OFT1 | What other experiences in education have you had in the past? Assistant principal 0. No.1. Yes |  |
| 8070805 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Elementary school teacher Elementary school teacher 0. No.1. Yes |  | Unchanged from OFT1 | What other experiences in education have you had in the past? Elementary school teacher 0. No.1. Yes |  |
| 8070806 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Middle school or junior high school teacher Middle school or junior high school teacher 0. No.1. Yes |  | Unchanged from OFT1 | What other experiences in education have you had in the past? Middle school or junior high school teacher 0. No.1. Yes |  |
| 8070807 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .High school teacher High school teacher 0. No.1. Yes |  | Unchanged from OFT1 | What other experiences in education have you had in the past? High school teacher 0. No.1. Yes |  |
| 8070808 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Coach/Group sponsor Coach/Group sponsor 0. No.1. Yes |  | Dropped |  | Dropped to reduce burden |
| 8070809 | New |  | Educational background | Unchanged from IVFT | What other experiences in education have you had in the past? .Other Other (Please specify) Open response |  | Dropped |  | Dropped to reduce burden |
| 8070901 | Modified HSLS:09 (School Administrator, Baseyear, Section E, Q12) | 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 | Modified from IVFT | Finally, we would like to ask you about your years of experience. Including this school year. How many years have you served as the {A03\_FILL} at any school? Open response: year(s) | Changed auto-fill reference to reflect updated item. | Unchanged from OFT1 | Finally, we would like to ask you about your years of experience. Including this school year. How many years have you served as the {A03} at any school? Open response: year(s) |  |
| 8070902 | Modified HSLS:09 (School Administrator, Baseyear, Section E, Q13) | Including this school year, how many years have you served as the principal of your school? \_\_\_\_\_\_\_\_Enter Number of Years | Years of experience | Modified from IVFT | Finally, we would like to ask you about your years of experience. Including this school year. How many years have you served as the {A03\_FILL} at your current school? Open response: year(s) | Changed auto-fill reference to reflect updated item. | Unchanged from OFT1 | Finally, we would like to ask you about your years of experience. Including this school year. How many years have you served as the {A03} at your current school? Open response: year(s) |  |
| 8070903 | Modified HSLS:09 (School Administrator, Baseyear, Section E, Q14) | 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 | Modified from IVFT | Finally, we would like to ask you about your years of experience. Including this school year. How many years have you taught sixth, seventh, or eighth grade? Open response: year(s) | Changed grade text | Unchanged from OFT1 | Finally, we would like to ask you about your years of experience. Including this school year. How many years have you taught sixth, seventh, or eighth grade? Open response: year(s) |  |

# MS1 Facilities Checklist Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **OFT1 Status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **MS1 Status** | **MS1 Wording with Response Options** | **MS1 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Auditorium/Performing arts  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Art facilities  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Cafeteria (separate from auditorium and gym)  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Common areas/courtyards  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 9000107 | Condition of Public School Facilities | Classroom | School Structure | New for OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Computer lab  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Gymnasium  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Revised | The following question is about the features at the school. Please indicate all features you observed at this school. Health services room, such as a nurse’s office  1. Observed 2. Not Observed 3. No Opportunity to Observe | Revised to add examples |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Library or media center  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Revised | The following question is about the features at the school. Please indicate all features you observed at this school. Music education room, such as a band or choir room  1. Observed 2. Not Observed 3. No Opportunity to Observe | Revised to add examples |
| 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 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Science room, set-up as a lab space  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 9000117 | New |  | School Structure | New for OFT1 | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Building(s) with more than one floor (multiple stories)  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 9000118 | New |  | School Structure | New for OFT1 | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Campus with more than one building  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 9000119 | New |  | School Structure | New for OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Each grade is 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Each grade housed in different areas of the school  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 9000120 | New |  | School Structure | New for OFT1 | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Elevators  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 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 OFT1/Modified from source | The following question is about the features at the school. 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. | Unchanged from OFT1 | The following question is about the features at the school. Please indicate all features you observed at this school. Trailers (for classrooms or offices)  1. Observed 2. Not Observed 3. No Opportunity to Observe |  |
| 9010100 | New |  | General Condition of Neighborhood/Area Around School | New for OFT1 | Please note the time of day that you observed the items below:  [] Time of Day | 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. | Unchanged from OFT1 | Please note the time of day that you observed the items below:  [] Time of Day |  |
| 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 | Modified from IVFT | The following questions are about the condition of the immediate neighborhood/area around the school. 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. | Unchanged from OFT1 | The following questions are about the condition of the immediate neighborhood/area around the school. 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 |  |
| 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 | Modified from IVFT | The following questions are about the condition of the immediate neighborhood/area around the school. 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. | Unchanged from OFT1 | The following questions are about the condition of the immediate neighborhood/area around the school. 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 |  |
| 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 | Modified from IVFT | The following questions are about the condition of the immediate neighborhood/area around the school. 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. | Unchanged from OFT1 | The following questions are about the condition of the immediate neighborhood/area around the school. 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 |  |
| 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 IVFT | The following questions are about the condition of the immediate neighborhood/area around the school. 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. | Unchanged from OFT1 | The following questions are about the condition of the immediate neighborhood/area around the school. 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 |  |
| 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 | Modified from IVFT | The following questions are about the condition of the immediate neighborhood/area around the school. 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. | Unchanged from OFT1 | The following questions are about the condition of the immediate neighborhood/area around the school. 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 |  |
| 9020100 | New |  | General Upkeep-Main Entrance and Hallways | New for OFT1 | Please note the time of day that you observed the items below:  [] Time of Day | 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. | Unchanged from OFT1 | Please note the time of day that you observed the items below:  [] Time of Day |  |
| 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 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Trash on the floors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 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 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Trash overflowing from trash cans  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 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 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Broken lights  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 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 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Graffiti on the walls, doors, ceilings, or lockers  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 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 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Visible fire alarms or emergency alarms  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 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 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. 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 to make sure SFs knew to observe from inside the building. |
| 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 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. 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 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. 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 to make sure SFs knew to observe from inside the building. |
| 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 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Visible exit signs  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 9030104 | New |  | School Displays | New for OFT1 | 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. 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 to make sure SFs knew to observe from inside the building. |
| 9030105 | New |  | School Displays | New for OFT1 | 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. Accomplishments of the school are noted (e.g., award display cases highlights both sports and academic accomplishments, student success is highlighted such as student of the month, caught being good, banners announcing exemplary programming and school awards and designations)  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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Accomplishments of the school are noted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 9030101 | Modified Minnesota School Safety Center Self-Assessment Checklist | Student work is displayed to show pride and ownership by students (needs to be less than 20% of corridor wall) | School Displays | 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. 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 to make sure SFs knew to observe from inside the building. |
| 9030106 | New |  | School Displays | New for OFT1 | 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Student academic work displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 9030107 | New |  | School Displays | New for OFT1 | 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Expectations for student behavior displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. |
| 9030103 | Modified Minnesota School Safety Center Self-Assessment Checklist | Posters are displayed encouraging positive behavior choices for well being. | School Displays | 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Displays of posters encouraging positive behavior choices and well being (e.g. 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 to make sure SFs knew to observe from inside the building.Revised response option to align with the format used with other items that include a "for example" as "(e.g.)" |
| 9030102 | Modified Minnesota School Safety Center Self-Assessment Checklist | Environment displays student activities and opportunities for involvement. | School Displays | 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. 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Displays of student activities and opportunities for involvement (e.g., 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 to make sure SFs knew to observe from inside the building. Revised response option to align with the format used with other items that include a "for example" as "(e.g.)" |
| 9030108 | New |  | School Displays | New for OFT1 | 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. Learning resources for students are 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. | Revised | The next questions are about the general upkeep of the entrance and the hallways and displays in the school. While standing inside the school, observe the school's main entrance (near the entrance where most visitors arrive) and the hallway(s) and displays 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. Learning resources for students are displayed (e.g., formulas, abbreviations, steps for reviewing)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to make sure SFs knew to observe from inside the building. Revised response option to align with the format used with other items that include a "for example" as "(e.g.)" |
| 9030109 | New |  | School Displays | New for OFT1 | For each item listed, please indicate the extent to which you notice the following factors in school displays. 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. | Unchanged from OFT1 | 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. 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 |  |
| 9030110 | New |  | School Displays | New for OFT1 | For each item listed, please indicate the extent to which you notice the following factors in school displays. 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. | Unchanged from OFT1 | 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. Team expectations and team rules are posted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9030111 | New |  | School Displays | New for OFT1 | For each item listed, please indicate the extent to which you notice the following factors in school displays. 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. | Unchanged from OFT1 | 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. Team calendars are displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9030112 | New |  | School Displays | New for OFT1 | For each item listed, please indicate the extent to which you notice the following factors in school displays. 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. | Unchanged from OFT1 | 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. Student recognition is noted with the team (e.g., 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 |  |
| 9030118 | New |  | School Displays | New for OFT1 | For each item listed, indicate the extent to which you notice the following. 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 New. | Unchanged from OFT1 | For each item listed, indicate the extent to which you notice the following. 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 |  |
| 9030119 | New |  | School Displays | New for OFT1 | For each item listed, indicate the extent to which you notice the following. 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 New | Unchanged from OFT1 | For each item listed, indicate the extent to which you notice the following. 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 |  |
| 9030115 | New |  | School Displays | New for OFT1 | For each item listed, indicate the extent to which you notice the following. 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 New. | Unchanged from OFT1 | For each item listed, indicate the extent to which you notice the following. Data walls are visible  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Locks controlled from inside of door  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. 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 to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Broken lights  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. Graffiti 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 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 | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Graffiti on the walls, doors, ceilings, or desks  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Combined response options from 9040105 and simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 5. No opportunity to observe | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Trash on the floors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 5. No opportunity to observe | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Trash overflowing from trash cans  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 5. No opportunity to observe | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Floors and walls appear clean  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 5. No opportunity to observe | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. 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 to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 5. No opportunity to observe | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Bars on windows  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 5. No opportunity to observe | Revised | The next questions are about the general upkeep of classrooms. 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 are taught. For each item listed, indicate the extent to which you notice the following aspects of the classroom. Note: If no windows available, mark as No opportunity to observe. Broken windows  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 9040112 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features of the classroom set up. 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 | Revised to simplify wording |
| 9040114 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features of the classroom set up. 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 | Revised to simplify wording |
| 9040115 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features ofthe classroom set up. Class rules and responsibilities are displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 9040116 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. Colorful and engaging materials 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features ofthe classroom set up. Colorful and engaging materials 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 | Revised to simplify wording |
| 9040117 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features ofthe classroom set up. Standards and learning guides are posted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 9040118 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features ofthe classroom set up. 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 | Revised to align with the format used with items that include examples "(e.g.,)" and to simplify wording |
| 9040119 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features ofthe classroom set up. Weekly or daily assignments are posted  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 9040120 | New |  | Classroom set up | New for OFT1 | For each item listed, indicate the extent to which you notice the following factors in the classroom set up. 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 New.   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 | Revised | The next questions are about the classroom set up. For each item listed, indicate the extent to which you notice the following features ofthe classroom set up. Student work is displayed  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 9050108 | 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 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. 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 | Added | The following questions are about the general upkeep of the school restrooms. 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 aspects of the general upkeep of the school restrooms.  Which restroom did you enter?  1.Boys 2. Girls 3. Unisex | Added to provide context for this set of items |
| 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 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. 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 | Revised | The following questions are about the general upkeep of the school restrooms. 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 aspects of the general upkeep of the school restrooms. Graffiti on walls, ceilings, or restroom stall doors or walls  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Combined response options from 9050102 and to simplify wording |
| 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 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. 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 responses changed to 1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised | The following questions are about the general upkeep of the school restrooms. 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 aspects of the general upkeep of the school restrooms. Trash on the floors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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. 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 | Revised | The following questions are about the general upkeep of the school restrooms. 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 aspects of the general upkeep of the school restrooms. Trash overflowing from trash cans  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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. 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 | Revised | The following questions are about the general upkeep of the school restrooms. 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 aspects of the general upkeep of the school restrooms. Doors on all stalls  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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. Student(s) 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 | Revised | The following questions are about the general upkeep of the school restrooms. 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 aspects of the general upkeep of the school restrooms. Student(s) loitering  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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. 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 | Revised | The following questions are about the general upkeep of the school restrooms. 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 aspects of the general upkeep of the school restrooms. Student(s) smoking  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to simplify wording |
| 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 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. 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 | Unchanged from OFT1 | 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. Security guard  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 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. 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 | Unchanged from OFT1 | 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. Metal detectors  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 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. 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 | Unchanged from OFT1 | 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. Security cameras  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 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. 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 | Unchanged from OFT1 | 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. Fencing around the entire school  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 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. 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 | Unchanged from OFT1 | 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. Sign-in policies being followed  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 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. Visitors are 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 | Unchanged from OFT1 | 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. Visitors are 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 |  |
| 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 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. 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 | Unchanged from OFT1 | 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. Fire alarms  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 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. 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 | Unchanged from OFT1 | 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. Fire extinguishers  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 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. 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 | Unchanged from OFT1 | 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. Fire sprinklers  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 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. 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 | Unchanged from OFT1 | 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. Student uniforms  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 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. 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 | Revised | 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. Signs at exit 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 | Reworded question text to clarify these are exit doors |
| 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 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. 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 | Unchanged from OFT1 | 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. 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 |  |
| 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 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. 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 | Unchanged from OFT1 | 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. Signs conveying the message "no drugs"  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 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. 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 | Unchanged from OFT1 | 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. Signs conveying the message "no trespassing"  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 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. 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 | Unchanged from OFT1 | 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. Signs conveying the message "no weapons"  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9060205 | New |  | Signs | New for OFT1 | For each item listed, indicate the extent to which you observe displays and posters about different topics including: Where to get assistance (e.g., school support services such as Counselor, Social Worker, Media Specialist, Nurse or Health Care Assistant)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Measures visibility of healthy behavior messages. | Unchanged from OFT1 | 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. Where to get assistance (e.g., school support services such as Counselor, Social Worker, Media Specialist, Nurse or Health Care Assistant)  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9060206 | New |  | Signs | New for OFT1 | For each item listed, indicate the extent to which you observe displays and posters about different topics including: 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. | Unchanged from OFT1 | 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. Conflict resolution and peer mediation  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9060207 | New |  | Signs | New for OFT1 | For each item listed, indicate the extent to which you observe displays and posters about different topics including: 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. | Revised | 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. Healthy choices, such as diet or exercise  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe | Revised to add examples |
| 9060208 | New |  | Signs | New for OFT1 | For each item listed, indicate the extent to which you observe displays and posters about different topics including: 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. | Unchanged from OFT1 | 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. Cell phone use  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9060209 | New |  | Signs | New for OFT1 | For each item listed, indicate the extent to which you observe displays and posters about different topics including: 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. | Unchanged from OFT1 | 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. Anti-bullying messages  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9060210 | New |  | Signs | New for OFT1 | For each item listed, indicate the extent to which you observe displays and posters about different topics including: 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. | Unchanged from OFT1 | 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. Anti-drug messages  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 9060211 | New |  | Signs | New for OFT1 | For each item listed, indicate the extent to which you observe displays and posters about different topics including: 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. | Unchanged from OFT1 | 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. Anti-smoking messages  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe |  |
| 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 IVFT | Do a majority of the following individuals wear identification cards/badges? 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 | Revised | To what extent do the following individuals wear identification cards/badges? Students  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised to clarify wording |
| 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 IVFT | Do a majority of the following individuals wear identification cards/badges? 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 | Revised | To what extent do the following individuals wear identification cards/badges? Teachers  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised to clarify wording |
| 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 IVFT | Do a majority of the following individuals wear identification cards/badges? 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 | Revised | To what extent do the following individuals wear identification cards/badges? Other personnel  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised to clarify wording |
| 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 IVFT | Do a majority of the following individuals wear identification cards/badges? 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 | Revised | To what extent do the following individuals wear identification cards/badges? Visitors  1. Not at all 2. A little 3. Some 4. A lot 5. No opportunity to observe 6. Not required | Revised to clarify wording |
| 9070101 | Adapted from ADA Checklist | Are all public spaces on at least one accessible route? 1. Yes 2. No | Facilities for Students with Disabilities | 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. 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. | Revised | 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. Are all areas of the school accessible to students with disabilities (e.g., 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 3. No opportunity to observe | Revised to align with the format used with items that include examples "(e.g.,)" |
| 9070102 | Adapted from ADA Checklist | Are accessible spaces identified with a sign that includes the international Symbol of Accessibility? 1. Yes 2. No | Facilities for Students with Disabilities | 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. 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". | Revised | 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. Inside the building, are signs posted to help people with disabilities navigate the building (e.g., directional and informational signs containing braille with raised characters, pictograms, arrows, etc.)?  1. Yes 2. No 3. No opportunity to observe | Revised to align with the format used with items that include examples "(e.g.,)" |
| 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? 1. Yes 2. No | Facilities for Students with Disabilities | 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. 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". | Revised | 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. Would students with mobility problems be able to sit with other students in the cafeteria (e.g., a cafeteria with all bench seats means they may not)?  1. Yes 2. No 3. No opportunity to observe | Revised to align with the format used with items that include examples "(e.g.,)" |
| 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? 1. Yes 2. No | Facilities for Students with Disabilities | 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. 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". | Revised | 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. Would students with mobility problems be able to work with other students in the library (e.g., are group work areas accessible to students with disabilities)?  1. Yes 2. No 3. No opportunity to observe 4. Not applicable | Revised to align with the format used with items that include examples "(e.g.,)" |
| 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? 1. Yes 2. No | Facilities for Students with Disabilities | 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. 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". | Unchanged from OFT1 | 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. In general, do students with mobility problems have access to social spaces within the school?  1. Yes 2. No 3. No opportunity to observe 4. Not applicable |  |
| 9070200 | Adapted from ADA Checklist | Are at least 5%, but no fewer than one, of seating and standing spaces accessible for people who use wheelchairs? 1. Yes 2. No | Facilities for Students with Disabilities | 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. If there is a resource room, is the resource room in a location accessible to all students?  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 | Unchanged from OFT1 | 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. If there is a resource room, is the resource room in a location accessible to all students?  1. Yes 2. No 3. No opportunity to observe 4. Not Applicable |  |
| 9080101 | New |  | School Structure | New for OFT1 | 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. More than 75% but less than 100% 5. 100% | Adding this item to gain a sense of how much the campus the observer observed | Unchanged from OFT1 | 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. More than 75% but less than 100% 5. 100% |  |
| 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 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. 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. | Dropped |  | Dropped to reduce burden. Item combined with QID 9020104. |
| 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 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 are taught. For each item listed, indicate the extent to which you notice the following factors in the classroom. 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 | Dropped |  | Dropped to reduce burden. Item combined with QID 9040104. |
| 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 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. 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 | Dropped |  | Dropped to reduce burden. Item combined with QID 9050101. |
| 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 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. 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 | Dropped |  | Dropped to reduce burden. This item had more than 10 "no opportunity to observe" responses. Staff may be focused on the term "security" and/or not answering as observed if the exterior lights were not on at time of observation. |

# OFT2 Student Survey Items

| **MGLS Item ID (QID)** | **Source** | **Source Wording with Response Options** | **Source Justification** | **OFT1 Status** | **OFT1 Wording with Response Options** | **OFT1 Justification** | **OFT2 Status** | **OFT2 Wording with Response Options** | **OFT2 Justification** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4110810 | New Item |  | Language | New for OFT1 | Is English your first language?  1 = Yes, 0 = No | Question was added to assess Spanish language needs for MS1. | Unchanged from OFT1 | Is English your first language? 1 = Yes, 2 = No |  |
| 4110104 | New Item |  | Demographics | New for OFT1 | 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 | Unchanged from OFT1 | How old are you?  9 or younger, 10, 11, 12, 13, 14, 15 or older |  |
| 4110200 | HSLS:09 (Student, Baseline; Sect. A) | What is your sex? 1=Male 2=Female | Demographics | Unchanged from IVFT | What is your sex? Select the one that best describes you.  1 = Male, 2 = Female |  | Unchanged from OFT1 | What is your sex? Select the one that best describes you.  1 = Male, 2 = Female |  |
| 4110300 | HSLS:09 (Student, Baseline; Sect. A) | Are you Hispanic or [Latino/Latina]?  1=Yes 2=No | Demographics | Modified from IVFT | Are you Hispanic or Latino/Latina?  1 = Yes, 0 = No | Removed the instruction because this is a yes/no question. | Unchanged from OFT1 | Are you Hispanic or Latino/Latina?  1 = Yes, 2 = No |  |
| 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 | Unchanged from IVFT | Which of the following best describes your race? Select all that apply. White  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. White  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | Which of the following best describes your race? Select all that apply. Black or African American  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. Black or African American  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | Which of the following best describes your race? Select all that apply. Asian  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. Asian  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | Which of the following best describes your race? Select all that apply. Native Hawaiian or other Pacific Islander  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. Native Hawaiian or other Pacific Islander  1 = Yes, 0 = No |  |
| 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 | Unchanged from IVFT | Which of the following best describes your race? Select all that apply. American Indian or Alaska Native  1 = Yes, 0 = No |  | Unchanged from OFT1 | Which of the following best describes your race? Select all that apply. American Indian or Alaska Native  1 = Yes, 0 = No |  |

1. The coefficient alphas in this section are based on the full set of items in these constructs in the SARA and GISA. The item numbers reported here are the actual number of items in the reading assessment router (stage 1). [↑](#footnote-ref-1)
2. Although some students attend school in a K–12 environment, most experience a transition during the middle grades or high school years. [↑](#footnote-ref-2)
3. 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-3)
4. This teacher may be the student’s general classroom teacher for the full day as in a self-contained or centralized classroom or a specific mathematics teacher in departmentalized settings. For students who spend their entire school day in a special education classroom, their special education teacher would complete the instruments if they provide that student with mathematics instruction. Greenwood 1991; Hollowood et al. 1994; Latham and Stoddard 1986; Tindal and Parker 1987). [↑](#footnote-ref-4)