

**Early Childhood Longitudinal Study,  
Kindergarten Class of 2022-23 (ECLS-K:2023)**

**Kindergarten and First-Grade Field Test Data  
Collection, National Sampling, and National  
Recruitment**

**OMB# 1850-0750 v.22**

**5HUNa YbD!5**

**Spring First-Grade Child-Level  
Teacher Web Gi fj Ym**

**National Center for Education Statistics**

**U.S. Department of Education**

**September 2020**

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section INC [Introduction]

Sequence: 0

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## Grid Spec

[(all sections)]

### QUESTION STEMS ON LARGE AND SMALL BROWSERS:

QUESTION STEMS FOR ITEMS THAT ARE DISPLAYED TOGETHER IN GRIDS ON LARGE FORMATS (SUCH AS A DESKTOP) ARE PRESENTED ONLY ONCE IN THE TEACHER SURVEY SPECIFICATIONS BELOW. WHEN VIEWING THESE QUESTIONS IN A SMALLER FORMAT (SUCH AS A MOBILE PHONE), QUESTION STEMS REPEAT ON SEPARATE SCREENS TO MAKE THE INTENT OF THE ITEM CLEAR.

ON LARGE FORMAT DISPLAYS, QUESTIONS IN A GRID ARE SKIPPED AS A GROUP WHEN THE NEXT BUTTON IS USED. ON MOBILE, QUESTIONS IN GRIDS ARE PRESENTED ONE AT A TIME. IF THERE IS A BREAK OFF OR TIMEOUT IN THE MIDDLE OF GRID QUESTIONS, AND SOME OF THE GRID QUESTIONS HAVE BEEN ANSWERED, THE REMAINING QUESTIONS IN A GRID WILL BE ASSIGNED SK.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE VERTICALLY ALIGNED TO THE BOTTOM OF THE ROW UNLESS THE RESPONSE OPTION HAS A NUMBERING SCALE AND THE NUMBERS SHOULD BE TOP ALIGNED.

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## Spec Skip

|(all sections)

### SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND TEACHER SURVEY PROBE:

IF “TEACHER SURVEY PROBE” IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE “Next” BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON’T KNOW AND REFUSED: "It looks like you haven’t answered the question yet. Please take another look at the question and provide an answer. Select a choice below to continue."

ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE “Next” BUTTON, ASSIGN EMPTY THE VALUE “SK” FOR SKIPPED.

SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.

NOTE: SOME QUESTIONS SHOW DON’T KNOW OPTION AS A RESPONSE CATEGORY: SIC011a, SIC011b, SIC011c, SIC012, SIC023, AND SIC032.

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## Soft Edit

|(all sections)

### SPECIFICATION FOR SOFT EDIT MESSAGES:

SOFT EDIT MESSAGES SPECIFIED IN PROGRAMMER INSTRUCTIONS BELOW WILL BE DISPLAYED ON THE SAME SCREEN AS THE ITEM. WHEN PROGRAMMING SPECIFICATIONS ARE CREATED, THESE MESSAGES WILL BE SHOWN IN A DIFFERENT FORMAT AS WHAT IS SHOWN BELOW (THEY WILL BE DISPLAYED AS A FOLLOWUP ITEM), BUT THE CONTENT AND PLACEMENT OF THE TEXT ON THE SAME SCREEN AS THE ITEM WILL NOT CHANGE.

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## OS Spec

|(all sections)

### SPECIFICATION FOR OTHER SPECIFY:

FOR SMALL BROWSERS, THE OTHER SPECIFY ENTRY FIELD WILL BE ON THE NEXT SCREEN. IF THE BROWSER SIZE IS SMALL, REDISPLAY THE QUESTION STEM AND LABEL THE OTHER SPECIFY FIELD WITH THE RESPONSE OPTION FROM THE PREVIOUS QUESTION (E.G., Other).

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## Child Name

|(all sections)

### SPECIFICATION FOR CHILD'S NAME:

ACCORDING TO STUDY CONVENTION, “{CHILD}” INDICATES A FILL FOR CHILD’S FIRST NAME. THERE ARE OTHER PLACES IN THE SPECIFICATION WHERE CHILD’S LAST NAME IS NEEDED. “{CHILD’S LAST NAME}” IS USED TO INDICATE A FILL FOR CHILD’S LAST NAME. THEREFORE, WHEN THE CHILD’S FIRST AND LAST NAME ARE NEEDED, THE SPECIFICATION WILL INDICATE “{CHILD} {CHILD’S LAST NAME}”.

DISPLAY {CHILD} {CHILD’S LAST NAME} AS A RUNNING HEADER ON EVERY SCREEN IN A SMALL FONT. RIGHT-JUSTIFY CHILD’S FIRST AND LAST NAME IN THE TOP RIGHT CORNER OF THE SCREEN ON A LINE ABOVE THE CHILD ID AND THE QUESTION NUMBER.

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## Footer

|Footer For First Question in the Survey

### SPECIFICATION FOR FOOTER FOR FIRST QUESTION IN THE SURVEY:

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:  
“We recommend using a desktop or laptop computer to complete the survey. For the best experience, use Chrome, Edge, Safari, or Firefox. If you need to stop the survey before finishing and return at a later time, please select "Save and exit." This will save your responses and keep them secure.”

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## Box 1

Round: Spring First-Grade Field Test

GO TO SECTION ARC (Academic Rating Scale).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section      ARC                      [Academic Rating Scale]

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Sequence: 1

## ARCo01a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten; Shortened and reformatted for web.

### DISPLAY INSTRUCTIONS:

DISPLAY QUESTION TEXT WITHOUT BOLD, EXCEPT AS NOTED.

DISPLAY “current” IN UNDERLINED TEXT.

DISPLAY “These examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do.” IN BOLD TEXT.

### QUESTION TEXT:

Question “We would like for you to rate {CHILD}'s current skills, knowledge, and behaviors within language and literacy, science, and mathematical thinking based on your experience with {him/her}.

- This is NOT a test and should NOT be administered directly to the child.
- Examples are meant to help you think of the range of situations in which the child may demonstrate the identified skills and behaviors. These examples do not exhaust all the ways the child may demonstrate what he/she knows or can do. The examples do, however, indicate a level of proficiency a child should have reached in order to receive the highest ratings. Some of these examples describe a very high level of performance (beyond typical students) in order to evaluate achievement levels of the highest performing students.
- Rate {CHILD} compared to other children of the same age level. Please consider the full range of ratings when answering.

Please press the Next button to continue.”

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## ARCo01b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten; Shortened and reformatted for web.

### DISPLAY INSTRUCTIONS:

DISPLAY QUESTION TEXT WITHOUT BOLD, EXCEPT AS NOTED.

DISPLAY “five-point scale” AND “Not yet” AND “Beginning” AND “In progress” AND “Intermediate” AND “Proficient” AND “Not applicable or Skill not yet taught” AND “If {CHILD} has limited English proficiency or is an English language learner” AND “If {CHILD} has a disability” IN BOLD TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, “has not been introduced”, “If {CHILD} has limited English proficiency or is an English language learner” AND “If {CHILD} has a disability” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “The following five-point scale is used for each of the questions. It reflects the degree to which a child has acquired and demonstrated the targeted skills, knowledge, and behaviors. Please review the definitions before navigating to the next page. These definitions are also available next to each question via clicking the blue "i" icon.

Not yet = Child has not yet demonstrated skill, knowledge, or behavior.

Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently.

Not applicable or Skill not yet taught = Skill, knowledge, or behavior has not been introduced in classroom setting.

If {CHILD} has limited English proficiency or is an English language learner, answer with {his/her} native language in mind if {he/she} does not yet demonstrate skills in English but does demonstrate them in {his/her} native language.

If {CHILD} has a disability, it may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (for example, sign language, communication boards) or written communication (for example, word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

Please press the Next button to continue.”

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**Box 1**

Round: Spring First-Grade Field Test

IF THE MYECLS WEBSITE INDICATES THAT THE CHILD IS IN KINDERGARTEN RATHER THAN FIRST GRADE, THEN GO TO ARC005A (TO ASK QUESTIONS FOR CHILDREN WHO ARE IN KINDERGARTEN FOR THE FIRST-GRADE ROUND BELOW-GRADE PATH.)

ELSE GO TO ARC105A (TO ASK QUESTIONS FOR CHILDREN WHO ARE IN FIRST GRADE OR HIGHER FOR THE FIRST-GRADE ROUND ON-GRADE PATH).

(NOTE: ACADEMIC RATING SCALE ITEMS FOR THE BELOW-GRADE PATH ARE ARC005A-O (LANGUAGE AND LITERACY), ARC010A-I (SCIENCE), ARC015A-J (MATHEMATICAL THINKING). ACADEMIC RATING SCALE ITEMS FOR THE ON-GRADE PATH ARE ARC105A-N (LANGUAGE AND LITERACY), ARC110A-H (SCIENCE), ARC115A-J (MATHEMATICAL THINKING).)

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## ARCo05a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Fall First-Grade ARS #1, child-level teacher questionnaire. Note that this item was not used in kindergarten in prior cohorts.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR005f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

{CHILD}...”

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.”

InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."

### CODES

- |   |  |
|---|--|
| 1 | Not yet                                |
| 2 | Beginning                              |
| 3 | In progress                            |
| 4 | Intermediate                           |
| 5 | Proficient                             |
| 6 | Not applicable or Skill not yet taught |

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing

regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05b

Copyright: No

Round: Spring First-Grade Field Test

Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05c

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses correct endings on verbs and nouns when speaking – for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05d

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, knows that “–s” means more than 1” as in “trucks”; “–er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.”” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses morphemes to figure out the meanings of words – for example, knows that “–s” means “more than 1” as in “trucks”; “–er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.””

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05e

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.”” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses morphemes to decode new words – for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.””

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05f

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #1, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?" IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05g

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #2, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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. ” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Understands and interprets a story or other text read to {him/her} – for example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to {his/her} own life.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARCo05h

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #3, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Easily and quickly names all upper- and lower-case letters of the alphabet.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05i

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #4, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “by using the pictures and storyline for clues.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Predicts what will happen next in stories by using the pictures and storyline for clues.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05j

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #5, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, reads books with a repetitive language pattern” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Reads simple books independently – for example, reads books with a repetitive language pattern.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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# ARCo05k

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #7, child-level teacher questionnaire.

## DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, by using initial consonants to spell words (“d” for the word “dog”), or using letter names to represent sounds (“r” for the word “are”), or phonetic spelling (“hrt”) for the word “heart,” to convey words or ideas.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

## QUESTION TEXT:

Question “Demonstrates early writing behaviors – for example, by using initial consonants to spell words (“d” for the word “dog”), or using letter names to represent sounds (“r” for the word “are”), or phonetic spelling (“hrt”) for the word “heart,” to convey words or ideas.”

## CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

## PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

## ARCo05I

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #8, child-level teacher questionnaire; not in ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

DO NOT BOLD “– for example, by writing about a personal experience in a journal.” IN THE QUESTION TEXT.

### QUESTION TEXT:

Question “Composes simple stories – for example, by writing about a personal experience in a journal.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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# ARCo05m

Copyright: No

Round: Spring First-Grade Field Test

Source: New, adapted from Common Core Writing standards for kindergarten and first grade; informative/explanatory text.

## DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

DO NOT BOLD “– for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure.” IN THE QUESTION TEXT.

## QUESTION TEXT:

Question “Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure.”

## CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

## PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05n

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #9, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARC0050

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC005a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC005a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR005f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #10, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.

{CHILD}...

Uses {his/her} senses to explore and observe – for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT for CODES 1-6

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #11, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, describes or draws the conditions (water, soil, sun) that help a plant grow, or explains that a block will slide more quickly down a steeper slope.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Forms explanations based on observations and explorations – for example, describes or draws the conditions (water, soil, sun) that help a plant grow, or explains that a block will slide more quickly down a steeper slope.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10c

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #12, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, classifies objects according to "things that are alive and not alive," or "things that fly and things that crawl." IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Classifies and compares living and non-living things in different ways – for example, classifies objects according to "things that are alive and not alive," or "things that fly and things that crawl.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10d

Copyright: No

Round: Spring First-Grade Field Test

Source: New, adapted from kindergarten Common Core standards (K.MD.A.2) and the Next Generation Science Standards (K-PS2-1, K-LS1-1, K-PS3-1, K-PS3-2); content recommended by CRP; original designed for Math ARS but overlaps with Next Generation Science Standards.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, directly compares the heights of two children and describes one child as taller/shorter.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Directly compares two objects with a measurable attribute in common to see which object has “more of”/”less of” the attribute and describes the difference – for example, directly compares the heights of two children and describes one child as taller/shorter.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10e

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #13, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, observes and identifies patterns in nature and predicts what happens next (for example, predicts if a new object will float or sink).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Makes logical predictions when pursuing scientific investigations – for example, observes and identifies patterns in nature and predicts what happens next (for example, predicts if a new object will float or sink).”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10f

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #14, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, records or describes the properties of common objects verbally or through drawings or graphs.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10g

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, asks how rocks are formed or why it is warmer in the daytime than at night.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10h

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10i

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, knows if {he/she} pushes a ball harder, it will go faster.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15a

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Based on CRP discussion; also adapted from kindergarten Common Core standards (K.CC.A.2).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, child starts with 5 objects and is given 2 more and child counts “6, 7” instead of “1, 2, 3, 4, 5, 6, 7” to get the answer of 7” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.

{CHILD}...

Counts forward beginning from a given number within the known sequence, instead of having to begin at 1 – for example, child starts with 5 objects and is given 2 more and child counts “6, 7” instead of “1, 2, 3, 4, 5, 6, 7” to get the answer of 7.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 kindergarten ARS #19 (fall)/#11 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “–for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC015c

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 kindergarten ARS item #20 (fall)/ #12 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC015a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH015f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “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.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15d

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from kindergarten Common Core standards (K.CC.B.4a).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, when counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Demonstrates consistent understanding of one-to-one correspondence – for example, when counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARCo15e

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from kindergarten Common Core standards (K.OA.A.4).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “(for example, by using objects or drawings) ... (for example,  $3 + \_ = 10$  and  $4 + \_ = 10$ ).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “For any number from 1 to 9, finds the number that makes 10 when added to the given number (for example, by using objects or drawings) and records the answer with a drawing or equation (for example,  $3 + \_ = 10$  and  $4 + \_ = 10$ ).”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15f

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from kindergarten Common Core standards (K.NBT.A.1).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “(for example, by using objects or drawings)” AND “(for example,  $18 = 10 + 8$ )” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Uses place value to compose and decompose numbers from 11 to 19 into tens and ones (for example, by using objects or drawings) and records each composition or decomposition by a drawing or equation (for example,  $18 = 10 + 8$ ).”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15g

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 kindergarten ARS item #21 (fall)/ #13 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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?”” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “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?””

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARCo15h

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 kindergarten ARS #22 (fall)/#14 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least popular.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least popular.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15i

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Based on CRP discussion; Adapted from ECLS-K:2011 spring first grade ARS #23, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, uses a paperclip or a pencil to measure a desk and specifies the length in terms of those units.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Measures length to the nearest whole number using common objects – for example, uses a paperclip or a pencil to measure a desk and specifies the length in terms of those units.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15j

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from kindergarten Common Core standards (K.G.A.2).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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**Box 2**

Round: Spring First-Grade Field Test

GO TO BOX 3 AT THE END OF SECTION ARC.

(NOTE: THIS IS THE END OF THE KINDERGARTEN ACADEMIC RATING SCALE FOR THE BELOW-GRADE PATH IN THE FIRST GRADE TEACHER SURVEY. FROM HERE, SKIP OVER THE FIRST GRADE ARS QUESTIONS.)

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## ARC105a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Spring First-Grade, ARS #1, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

{CHILD}...”

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.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and

consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105b

Copyright: No

Round: Spring First-Grade Field Test

Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... .LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns.”

### CODES

- |   |  |
|---|--|
| 1 | Not yet                                |
| 2 | Beginning                              |
| 3 | In progress                            |
| 4 | Intermediate                           |
| 5 | Proficient                             |
| 6 | Not applicable or Skill not yet taught |

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105c

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARC105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses correct endings on verbs and nouns when speaking – for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105d

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, knows that “–s” means more than 1” as in “trucks”; “–er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARC105f-j and k-n, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses morphemes to figure out the meanings of words – for example, knows that “–s” means “more than 1” as in “trucks”; “–er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.””

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105e

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.”” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... .LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses morphemes to decode new words – for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105f

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, fall kindergarten ARS #1, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?" IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... .LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105g

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Spring First-Grade ARS #2, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did. ” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... .LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Understands and interprets a story or other text read to {him/her} – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARC105h

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Spring First-Grade, ARS #5, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells a story after reading it.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Reads first-grade books independently with comprehension – for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells a story after reading it.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARC105i

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Spring First-Grade, ARS #6, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, easily reads words in meaningful phrases rather than reading word by word.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... .LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Reads first-grade books fluently – for example, easily reads words in meaningful phrases rather than reading word by word.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105j

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Spring First-Grade, ARS #9, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (for example, "vakashun" for "vacation." IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARC105f-j and k-n, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Demonstrates beginning writing skills – for example, writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (for example, "vakashun" for "vacation.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105k

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Spring First-Grade ARS #7, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... .LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Composes a story with a clear beginning, middle, and end.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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# ARC105I

Copyright: No

Round: Spring First-Grade Field Test

Source: New, adapted from Common Core Writing standards for kindergarten and first grade; informative/explanatory text.

## DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... .LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

DO NOT BOLD “– for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure.” IN THE QUESTION TEXT.

## QUESTION TEXT:

Question “Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure.”

## CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

## PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105m

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011, Spring First-Grade, ARS #8, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, by appropriately using question marks, exclamation points, and quotation marks.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARC105f-j and k-n, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Demonstrates an understanding of some of the conventions of print – for example, by appropriately using question marks, exclamation points, and quotation marks.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC105n

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC105a-e, f-j, k-n ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARC105a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ACR105f-j and k-n, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “LANGUAGE AND LITERACY” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS #10, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, observes how a push or pull can change the way an object is moving, or observes and describes properties of rocks, soil, and water, or uses tools (such as hand lenses, thermometers, rulers) to gather information about objects.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.

{CHILD}...

Uses his/her senses to explore and observe – for example, observes how a push or pull can change the way an object is moving, or observes and describes properties of rocks, soil, and water, or uses tools (such as hand lenses, thermometers, rulers) to gather information about objects.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS #11, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, explains the best growing conditions for a plant after investigating with light and water.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Forms explanations based on observations and explorations – for example, explains the best growing conditions for a plant after investigating with light and water.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110c

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS #12, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, classifies vegetables that grow above or below the ground, or measures objects and classifies them by size or weight.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Classifies and compares living and non-living things in different ways – for example, classifies vegetables that grow above or below the ground, or measures objects and classifies them by size or weight.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110d

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS #13, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, predicts whether or not objects are magnetic based on the materials they are made of.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Makes logical predictions when pursuing scientific investigations – for example, predicts whether or not objects are magnetic based on the materials they are made of.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110e

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS #14, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, records data from measurement tools (for example, clocks, thermometers, etc.), or constructs bar graphs.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Communicates scientific information – for example, records data from measurement tools (for example, clocks, thermometers, etc.), or constructs bar graphs.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110f

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, asks how rocks are formed or why it is warmer in the daytime than at night.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110g

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC110h

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, knows if {he/she} pushes a ball harder, it will go faster.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-e and f-h ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC110a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC110f-h, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “SCIENCE” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

### QUESTION TEXT:

Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115a

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from Grade 1 Common Core standards (1.OA.B.3).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, if  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known (commutative property of addition); to add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$  (associative property of addition). (Child does not need to use the formal terms for these properties.)” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.

{CHILD}...

Applies properties of operations as strategies to add and subtract – for example, if  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known (commutative property of addition); to add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$  (associative property of addition). (Child does not need to use the formal terms for these properties.)”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115b

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from Grade 1 Common Core standards (1.OA.C.6).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC115f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Fluently adds and subtracts within 10.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115c

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from Grade 1 Common Core standards (1.OA.C.6) and Grade 2 Common Core standards (2.OA.B.2).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, making 10 (for example,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); using the relationship between addition and subtraction (for example, knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (for example, adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Fluently adds and subtracts within 20 using a variety of mental strategies – for example, making 10 (for example,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); using the relationship between addition and subtraction (for example, knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (for example, adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115d

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS #18, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARC115f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Demonstrates an understanding of place value – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115e

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from Grade 2 Common Core standards (2.NBT.A.3).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, reads or writes “537” as “five hundred thirty seven,” writes “one hundred six” as “106,” and writes that  $289 = 200 + 80 + 9$ .”

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form – for example, reads or writes “537” as “five hundred thirty seven,” writes “one hundred six” as “106,” and writes that  $289 = 200 + 80 + 9$ .”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115f

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Westat, based on CRP discussion.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example,  $4 + \_ = 9$ ,  $12 + 7 = \_$ ,  $15 - \_ = 4$ , and  $10 - 3 = \_$ .” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Uses addition and subtraction (within 20) to solve problems involving unknown parts and unknown total – for example,  $4 + \_ = 9$ ,  $12 + 7 = \_$ ,  $15 - \_ = 4$ , and  $10 - 3 = \_$ .”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115g

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS # 21, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, by making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Surveys, collects, and organizes data into simple graphs – for example, by making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

## ARC115h

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First-Grade ARS #22, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Makes reasonable estimates of quantities – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115i

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from ECLS-K:2011 spring first grade ARS #23, child-level teacher questionnaire; adapted to focus on “length” only.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, a ruler, yardstick, meterstick, or tape measure.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Measures length to the nearest whole number using common measurement instruments – for example, a ruler, yardstick, meterstick, or tape measure.”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARC115j

Copyright: No

Round: Spring First-Grade Field Test

Source: New. Adapted from Common Core (1.G.A.1) and ECLS framework.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “(for example, triangles are closed and three-sided)” AND “(for example, color, orientation, overall size).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARC115a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCH115f-j, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “current” IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.

DISPLAY “MATHEMATICAL THINKING” IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

### QUESTION TEXT:

Question “Analyzes and compares squares, circles, triangles, and rectangles by distinguishing between defining attributes (for example, triangles are closed and three-sided) versus non-defining attributes (for example, color, orientation, overall size).”

### CODES

1	Not yet
2	Beginning
3	In progress
4	Intermediate
5	Proficient
6	Not applicable or Skill not yet taught

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or skill not yet taught” IN HELP TEXT for CODES 1-6.

DISPLAY “has not yet”, “just beginning”, “with some regularity”, “with increasing regularity and average competence”, “competently and consistently”, AND “has not been introduced” IN UNDERLINED TEXT FOR HELP CODES 1-6.

HELP FOR CODE 1: Not yet: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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**Box 3**

Round: Spring First-Grade Field Test

GO TO SECTION ELC (Early Language Skills).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section ELC [Early Language Skills]

Sequence: 2

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## ELC005

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory (ALI). Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Question stem is new (focus on English language), but incorporates wording from the ALI. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

UNDERLINE “early language skills in English” IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.

{CHILD}...

Recalls and communicates personal experiences {he/she} has had to peers in a logical way.”

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC010

Copyright: No

Round: Spring First-Grade Field Test

Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Answers questions that are not just an explicit recall of facts but that require some higher-level thinking."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC015

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Is a good listener in conversations with peers."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC020

Copyright: No

Round: Spring First-Grade Field Test

Source: New, based on CRP comments, and adapted from TROLL, Dickinson, D.K., Sprague, K., McCabe, A. (2003). Teacher rating of oral language and literacy (TROLL): Individualizing early literacy instruction with a standards-based rating tool. *The Reading Teacher*, 56(6): 554-564.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses a varied vocabulary in spoken language.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC025

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute. Modified to match preschool parent; “asked of him/her” deleted; original was “in a thoughtful logical way”. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Responds to questions in a thoughtful way that makes sense.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC030

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations is:”. The question wording was adapted to work with the response options used. The original response options are “more than 1 year behind other children his or her age,” “6-12 months behind other children his or her age,” “about average,” “6-12 months ahead of other children his or her age,” and “more than 1 year ahead of other children his or her age.”

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses grammatically correct sentences when speaking.”

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

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## ELC035

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard."

### CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

---

## ELCo40

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{{CHILD}}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses correct endings on verbs and nouns when speaking – for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELCo45

Copyright: No

Round: Spring First-Grade Field Test

Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Asks on-topic questions that are relevant to the discussion in the classroom."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC050

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses complex sentences with two or more clauses of various types (for example, independent, dependent) in spoken language, rather than using only simple, short sentences with a subject and a verb.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC055

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Is a good listener in conversations with adults."

InstResp "Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELCo60

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Instructs peers in tasks which need to be done in a certain order."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC065

Copyright: No

Round: Spring First-Grade Field Test

Source: New, based on CRP comments.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses academic language learned in the classroom when speaking.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC070

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations is:”. The question wording was adapted to work with the response options used. The original response options are “more than 1 year behind other children his or her age,” “6-12 months behind other children his or her age,” “about average,” “6-12 months ahead of other children his or her age,” and “more than 1 year ahead of other children his or her age.”

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses language effectively to initiate appropriate interactions with other children.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC075

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute. Original: caregivers; “by teachers” deleted to match preschool parent; “Will try” changed to “Tries” to match preschool parent. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Tries repeatedly to communicate information which has not been understood.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELCo8o

Copyright: No

Round: Spring First-Grade Field Test

Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Uses evidence from a text or word problem to support {his/her} answer."

InstResp "Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELCo85

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “to figure out the meanings of words” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “Uses morphemes to figure out the meanings of words – for example, knows that “-s” means “more than 1” as in “trucks”; “-er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.””

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

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## ELC090

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC095

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Asks questions about information which is unclear to {him/her}."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

**ELC100**

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations is:”. The question wording was adapted to work with the response options used. The original response options are “more than 1 year behind other children his or her age,” “6-12 months behind other children his or her age,” “about average,” “6-12 months ahead of other children his or her age,” and “more than 1 year ahead of other children his or her age.”

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

**QUESTION TEXT:**

Question “Shows understanding of spoken instructions and daily conversations.”

**CODES**

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC105

Copyright: No

Round: Spring First-Grade Field Test

Source: New, based on CRP comments, and adapted from TROLL, Dickinson, D.K., Sprague, K., McCabe, A. (2003). Teacher rating of oral language and literacy (TROLL): Individualizing early literacy instruction with a standards-based rating tool. *The Reading Teacher*, 56(6): 554-564.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Tries out new words (for example, heard in stories or from teacher) when speaking.”

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

**ELC110**

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations is:”. The question wording was adapted to work with the response options used. The original response options are “more than 1 year behind other children his or her age,” “6-12 months behind other children his or her age,” “about average,” “6-12 months ahead of other children his or her age,” and “more than 1 year ahead of other children his or her age.”

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

**QUESTION TEXT:**

Question “Uses language effectively to initiate appropriate interactions with adults.”

**CODES**

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC115

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Relates and communicates personal experiences in a logical way or “in a way that makes sense.””

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

**ELC120**

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

**QUESTION TEXT:**

Question “Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail.”

**CODES**

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC125

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted."

### CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

---

## ELC130

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “to decode new words” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “Uses morphemes to decode new words – for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.””

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC135

Copyright: No

Round: Spring First-Grade Field Test

Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC140

Copyright: No

Round: Spring First-Grade Field Test

Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Actively contributes within a classroom discussion."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC145

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{{CHILD}}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## ELC200

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from Diamond (2019). Diamond A., Lee C., Senften P., Lam A., and Abbott, D. (2019) Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. PLOS ONE 14(9): e0222447. <https://doi.org/10.1371/journal.pone.0222447>. Retrieved May 1, 2020. Original item asked teachers to rate all children in their class on this scale. Instructions were adapted. Original scale used only through kindergarten and the highest skill listed was “Write 2 or more consecutive full sentences composed by child with invented spelling with most sounds represented.” Original item “Write simple 2-4 letter words with invented spelling on own” was changed to “Write simple 2-4 letter words with invented spelling.” Original item “Write multi-syllabic words with intended spellings with most sounds represented” was changed to “Write multi-syllabic words with invented spelling with most sounds represented.”

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

DISPLAY “ordered below from lowest to highest” AND “highest level” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “Next, please think about {CHILD}'s written language. Which of the following writing levels (ordered below from lowest to highest) best describes the highest level at which {CHILD} is currently performing (independently, without teacher help)?”

InstResp “Select only one.”

### CODES

- |    |  |
|----|--|
| 1  | Scribbling   |
| 2  | Drawing a picture  |
| 3  | Can copy {his/her} name  |
| 4  | Can copy sentences from the board  |
| 5  | Write {his/her} name without copying   |
| 6  | Can write most letters when asked to write the letter  |
| 7  | Write initial sounds for many words  |
| 8  | Write simple 2-4 letter words with invented spelling   |
| 9  | Write multi-syllabic words with invented spelling with most sounds represented                             |
| 10 | Compose and write a full sentence with invented spelling with most sounds represented                      |
| 11 | Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented |
| 91 | Other (Please specify):  |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

**Box 1**

Round: Spring First-Grade Field Test

IF ELC200 IS 91, GO TO QUESTION ELC200OS. ELSE GO TO ELC205.

---

**ELC200OS**

Copyright: No

Round: Spring First-Grade Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**ENTER TEXT**

Length

200

---

**ELC205**

Copyright: No

Round: Spring First-Grade Field Test

Source: New, based on CRP comments.

**QUESTION TEXT:**

Question "How much does {CHILD} enjoy writing?"

**CODES**

- |   |              |
|---|--------------|
| 1 | Not at all   |
| 2 | A little bit |
| 3 | Somewhat     |
| 4 | Quite a bit  |
| 5 | Very much    |

---

**Box 2**

Round: Spring First-Grade Field Test

GO TO SECTION SSC (Social Skills and Approaches-to-Learning).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section      SSC                      [Social Skills and Approaches-to-Learning]                      Sequence: 3

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## SSC001

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Rating System (SSRS), #31; ECLS-K:2011; Shortened instruction for web. Deleted “We realize that some items apply more to older children, but please answer as accurately as you can.” The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY “For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY “Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described.” AT THE TOP OF EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described.

Fights with others.”

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

### PROGRAMMER INSTRUCTIONS:

BOLD “Never”, “Sometimes”, “Often”, “Very often”, AND “No opportunity to observe” IN HELP TEXT FOR CODES 1-5.

HELP FOR CODE 1: Never: {CHILD} never exhibits this behavior.

HELP FOR CODE 2: Sometimes: {CHILD} exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: {CHILD} exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: {CHILD} exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

---

## SSC002

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS), #56; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Withdraws from others."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC003

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS), #64; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Acts lonely."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC004

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Rating System (SSRS), #43. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Gets angry easily."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC005

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Rating System (SSRS), #37. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Disturbs ongoing activities."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC006

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Keeps belongings organized."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC007

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS), #68; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Says bad things about self."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC008

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Shows eagerness to learn new things."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC009

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Works independently."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC010

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Rating System (SSRS), #47. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Acts impulsively."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC011

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Rating System (SSRS), #41. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Argues with others."

### CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

---

## SSC012

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Easily adapts to changes in routines."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC013

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Rating System (SSRS), #46; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS. However, SSIS #74 is the same item as the item from the SSRS used in the ECLS-K:2011; Original SSIS response categories (Never, Seldom, Often, Almost Always) were changed to the ECLS-K:2011 response categories used for the Social Skills items. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Acts sad or depressed."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC014

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Persists in completing tasks."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC015

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Pays attention well."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC016

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Follows classroom rules."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC017

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS), #61; This SSIS externalizing problem behavior item was added to the externalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Is aggressive toward people or objects."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC018

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS) #69; This SSIS externalizing problem behavior item was added to the externalizing items used the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Disobeys rules or requests."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC019

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS) #62; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Gets embarrassed easily."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC020

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS) #70; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Has low energy or is lethargic."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC021

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Social Skills Improvement System (SSIS), #76; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Acts anxious with others."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC022

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 social skill item from the child-level teacher questionnaire; Item was not used in kindergarten in the ECLS-K:2011, but was added in spring first grade (on-grade) child-level teacher questionnaire. It was combined with other externalization items from the Social Skills Rating System (SSRS). The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Talks during quiet study time."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## Box 1

Round: Spring First-Grade Field Test

GO TO SECTION BRC (Classroom Behavioral Regulation).

---

# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section      BRC                      [Classroom Behavioral Regulation]

---

Sequence: 4

## BRC001

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about... described.” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Now we would like you to think about {CHILD}'s behavior with other children and adults in the classroom and {his/her} work with materials. Select the response that best indicates the frequency {CHILD} exhibits the behavior described.

Observes rules and follows directions without requiring repeated reminders.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC002

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC003

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Completes tasks successfully."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC004

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Attempts new challenging tasks."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC005

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Concentrates when working on a task; is not easily distracted by surrounding activities."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC006

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Responds to instructions and then begins an appropriate task without being reminded."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC007

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Takes time to do {his/her} best on a task."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC008

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Finds and organizes materials and works in an appropriate place when activities are initiated."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC009

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Sees own errors in a task and corrects them."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

**BRC010**

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

**QUESTION TEXT:**

Question "Returns to unfinished tasks after interruption."

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

**Box 1**

Round: Spring First-Grade Field Test

GO TO SECTION CBC (Classroom Behaviors).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section      CBC                      [Classroom Behaviors]

Sequence: 5

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## CBC001

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."

When practicing an activity, has a hard time keeping {her/his} mind on it."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC002

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Will move from one task to another without completing any of them."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC003

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "When drawing or coloring in a book, shows strong concentration."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC004

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC005

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Is easily distracted when listening to a story."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC006

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC007

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Can wait before entering into new activities if {he/she} is asked to."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC008

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC009

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Has trouble sitting still when {he/she} is told to (story time, etc.)."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC010

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Is good at following instructions."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

**CBC011**

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

**QUESTION TEXT:**

Question "Approaches places that {he/she} thinks might be "risky" slowly and cautiously."

**CODES**

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC012

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Can easily stop an activity when {he/she} is told "no.""

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## Box 1

Round: Spring First-Grade Field Test

GO TO SECTION STC (Student Teacher Relationship).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section      STC                      [Student-Teacher Relationship]                      Sequence: 6

---

## STC001

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.; Same as ECLS-K:2011, spring kindergarten (use the Pianta Stuhlman reference).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Now we would like to ask about your relationship with {CHILD}. Below is a series of statements about your relationship with {him/her}. For each statement, please select the category that most applies to your relationship with {him/her}.

I share an affectionate, warm relationship with this child."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC002

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child and I always seem to be struggling with each other."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC003

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "If upset, this child will seek comfort from me."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC004

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child is uncomfortable with physical affection or touch from me."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC005

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child values {his/her} relationship with me."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC006

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "When I praise this child, {he/she} beams with pride."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC007

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child spontaneously shares information about {himself/herself}."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC008

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child easily becomes angry at me."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC009

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "It is easy to be in tune with what this child is feeling."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC010

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child remains angry or is resistant after being disciplined."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC011

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Dealing with this child drains my energy."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC012

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "When this child is in a bad mood, I know we're in for a long and difficult day."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC013

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child's feelings toward me can be unpredictable or can change suddenly."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC014

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child is sneaky or manipulative with me."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

## STC015

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC001-STC005, STC006-STC010, AND STC011-STC015 ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID STC001-STC005, DISPLAY "Now we would... with {him/her}." AT THE TOP OF THE GRID. FOR GRIDS STC006-STC010, AND STC011-STC015, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "This child openly shares {his/her} feelings and experiences with me."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really                |
| 3 | Neutral, not sure         |
| 4 | Applies sometimes         |
| 5 | Definitely applies        |

---

**Box 1**

Round: Spring First-Grade Field Test

GO TO SECTION SLC (School Liking and Avoidance).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section      SLC                      [School Liking and Avoidance]

---

Sequence: 7

## SLC001

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in the child-level teacher questionnaire in the ECLS-K:2011 (grades 4 and 5).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Please indicate how often each of these items applies to {CHILD}.

Likes to come to school.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC002

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Dislikes school.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC003

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Has fun at school.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC004

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Likes being in school.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC005

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Seems unhappy in school.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC006

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Enjoys most classroom activities.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC007

Copyright: No, but other special handling

Round: Spring First-Grade Field Test

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Groans or complains about suggested activities.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## Box 1

Round: Spring First-Grade Field Test

GO TO SECTION SPC (Strategic Planning).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section      SPC                      [Strategic Planning]

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Sequence: 8

## SPC001

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169; Instruction modified. Original instruction: "Please read the statements below to describe the child's behaviors observed across the past month."

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Please read the statements below and indicate how often each applies to {CHILD}'s behaviors observed across the past month.

Shows a basic understanding of the relationship between cause and effect (for example, child moves a cup that is about to be knocked over)."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC002

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Compares new task or problem to previous one in terms of what solution worked and what did not."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC003

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Develops plan of action after considering the possible consequences."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC004

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Verbalizes the possible consequences of a particular act or event (for example, "If I take his ball, then he may cry.")."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC005

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Self-corrects errors while working on projects or activities."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

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## SPC006

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Develops a plan for multi-step activity (for example, "First, I'm going to turn on the oven. Then, I will mix the cake and bake it.").

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC007

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Changes strategies when one solution to a problem doesn't work."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC008

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Teaches another child a new task or skill."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC009

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Maintains an essential role when participating in a small group activity (for example, other children depend on this child for direction)."

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

**SPC010**

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

**QUESTION TEXT:**

Question "Communicates that problems may have more than one acceptable solution."

**CODES**

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

**Box 1**

Round: Spring First-Grade Field Test

GO TO SECTION PRC (Peer Relationships).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section PRC [Peer Relationships]

Sequence: 9

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## PRC001

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.

Seems concerned when other children are distressed.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC002

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Is not chosen as playmate by peers.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC003

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Peers avoid this child.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC004

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Is kind toward peers.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC005

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Is excluded from peers’ activities.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC006

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Is cooperative with peers.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC007

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Shows concern for moral issues (for example, fairness, welfare of others).”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC008

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Is ignored by peers.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRCo09

Copyright: Yes

Round: Spring First-Grade Field Test

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRCo01-PRCo05 AND PRCo06-PRCo09 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” IN A SMALLER FONT WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

### QUESTION TEXT:

Question “Offers help or comfort when other children are upset.”

### CODES

- |   |   |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## Box 1

Round: Spring First-Grade Field Test

GO TO SECTION PVC (Peer Victimization).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section PVC [Peer Victimization]

Sequence: 10

---

## Box 1

Round: Spring First-Grade Field Test

IF THE MYECLS WEBSITE INDICATES THAT THE CHILD IS IN KINDERGARTEN RATHER THAN FIRST GRADE, THEN GO TO BOX 2 AT THE END OF SECTION PVC. (THE PEER VICTIMIZATION ITEMS ARE NOT ASKED FOR CHILDREN WHO ARE IN KINDERGARTEN FOR THE FIRST-GRADE ROUND BELOW-GRADE PATH.)

ELSE GO TO PVC005A (TO ASK QUESTIONS FOR CHILDREN WHO ARE IN FIRST GRADE OR HIGHER FOR THE FIRST-GRADE ROUND ON-GRADE PATH).

---

## PVC005a

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often have other students ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year ” AND “other students” and “{CHILD}” IN QUESTION TEXT.

### QUESTION TEXT:

Question “During this school year, how often have other students ...

Teased, made fun of, or called {CHILD} names?”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## PVC005b

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often have other students ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year” AND “other students” IN QUESTION TEXT.

UNDERLINE “{CHILD}” IN QUESTION TEXT.

### QUESTION TEXT:

Question “Told lies or untrue stories about {CHILD}?”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## PVC005c

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often have other students ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year” AND “other students” IN QUESTION TEXT.

UNDERLINE “{CHILD}” IN QUESTION TEXT.

### QUESTION TEXT:

Question “Pushed, shoved, slapped, hit, or kicked {CHILD}?”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## PVC005d

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often have other students ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year” AND “other students” IN QUESTION TEXT.

UNDERLINE “{CHILD}” IN QUESTION TEXT.

### QUESTION TEXT:

Question “Intentionally excluded or left {CHILD} out from playing with them?”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## PVCo10a

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVCo10a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often has {CHILD} ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year” AND “{CHILD}” AND “other students” IN QUESTION TEXT.

### QUESTION TEXT:

Question “During this school year, how often has {CHILD} ...

Teased, made fun of, or called other students names?”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## PVCo10b

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVCo10a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often has {CHILD} ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year” AND “{CHILD}” IN QUESTION TEXT.

UNDERLINE “other students” IN QUESTION TEXT.

### QUESTION TEXT:

Question “Told lies or untrue stories about other students?”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

**PVC010c**

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC010a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often has {CHILD} ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year” AND “{CHILD}” IN QUESTION TEXT.

UNDERLINE “other students” IN QUESTION TEXT.

**QUESTION TEXT:**

Question “Pushed, shoved, slapped, hit, or kicked other students?”

**CODES**

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## PVCo10d

Copyright: No

Round: Spring First-Grade Field Test

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVCo10a-d ON THE SAME SCREEN IN A GRID. DISPLAY “During this school year, how often has {CHILD} ...” AT THE TOP OF THE GRID.

UNDERLINE “During this school year” AND “{CHILD}” IN QUESTION TEXT.

UNDERLINE “other students” IN QUESTION TEXT.

### QUESTION TEXT:

Question “Intentionally excluded or left other students out from playing with him or her?”

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Rarely     |
| 3 | Sometimes  |
| 4 | Often      |
| 5 | Very often |

---

## Box 2

Round: Spring First-Grade Field Test

GO TO SECTION SIC (Student Information).

---

# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQC1A-FT

Section SIC [Student Information]

Sequence: 11

---

## Box 1

Round: Spring First-Grade Field Test

IF CHILD IS BELOW GRADE ACCORDING TO MyECLS WEBSITE, GO TO SIC001, ELSE GO TO SIC002a.

---

## SIC001

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information Q1)

### QUESTION TEXT:

Question "In which grade is {CHILD} enrolled?"

InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade."

### CODES

- |   |                                 |
|---|---------------------------------|
| 1 | Kindergarten (Full-day program) |
| 2 | Kindergarten (Part-day program) |
| 3 | First grade or higher           |
| 4 | This is an ungraded classroom   |

### PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

SK SKIPS TO NEXT QUESTION (SIC002).

---

## BOX 2

Round: Spring First-Grade Field Test

IF ONE OF THE CODES IN QUESTION SIC001 = 3 OR 4, GO TO BOX 3. ELSE GO TO SIC002.

---

### SIC002

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (below grade) (Student Information Q2) (Updated for 2023, transitional/pre-1st grade ' third year in kindergarten response option added.)

#### QUESTION TEXT:

Question "Is the 2021-22 school year {CHILD}'s...?"

InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade."

#### CODES

- |   |                                    |
|---|------------------------------------|
| 1 | First year in kindergarten         |
| 2 | Second year in kindergarten        |
| 3 | Third year or more in kindergarten |

#### PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

---

## Box 3

Round: Spring First-Grade Field Test

GO TO SIC003.

(NOTE: THIS SKIPS CHILDREN WHO ARE ON THE BELOW-GRADE PATH OVER THE ON-GRADE PATH QUESTION.)

---

## SIC002a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First Grade Classroom Teacher, Child-level Questionnaire (Student Information Q1)

### QUESTION TEXT:

Question "In which grade is {CHILD} enrolled?"

InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade."

### CODES

- |   |                                 |
|---|---------------------------------|
| 1 | Kindergarten (Full-day program) |
| 2 | Kindergarten (Part-day program) |
| 3 | First grade                     |
| 4 | Second grade                    |
| 5 | Third grade or higher           |
| 6 | This is an ungraded classroom   |

### PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

---

## SIC003

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First Grade (on grade) Classroom Teacher Child-level Questionnaire (Student Information Q2)

### QUESTION TEXT:

Question "How long has {CHILD} been in your classroom this school year?"

### CODES

- |   |   |
|---|---|
| 1 | Entire school year  |
| 2 | More than one semester but less than the entire school year |
| 3 | More than one quarter but less than one semester            |
| 4 | Less than one quarter of the school year                    |

---

## SIC004

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information, Q3)

### QUESTION TEXT:

Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"

### CODES

- |   |         |
|---|---------|
| 1 | Never   |
| 2 | Seldom  |
| 3 | Usually |
| 4 | Always  |

---

## SIC005

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from ECLS-K:2011 Spring 2016 Reading Teacher Questionnaire Child-level Survey (D3) (Replaced 'reading/language arts class' with 'you class').

### QUESTION TEXT:

Question "Please indicate the total number of times {CHILD} has been absent from your class during the current school year?"

### CODES

- |   |                     |
|---|---------------------|
| 1 | No absences         |
| 2 | 1 to 4 absences     |
| 3 | 5 to 7 absences     |
| 4 | 8 to 10 absences    |
| 5 | 11 to 19 absences   |
| 6 | 20 or more absences |

---

## SIC006

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring First Grade Teacher Child-level Survey (below grade) (Student Information Q4).

### QUESTION TEXT:

Question "Has {CHILD} ever fallen 2 or more weeks behind in school work this year?"

InstResp "If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'"

### CODES

1	Yes	
2	No	SIC008
3	Not applicable	SIC008

### PROGRAMMER INSTRUCTIONS:

SK skips to SIC008.

---

## SIC007

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q5) (Separated 'Emotional/family Problems' response choice into two response choices as follows, 'Emotional problems' and 'Family problems').

### QUESTION TEXT:

Question "Why has {CHILD} fallen behind in school work?"

InstResp "Select all that apply."

### CODES

	Code All That Apply
1	A health problem
2	A disciplinary problem
3	Lack of effort
4	Disorganized
5	Lacks prerequisite skills
6	Frequent absences
7	Emotional problems
8	Family problems
91	Some other reason (Please specify):

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 4

Round: Spring First-Grade Field Test

IF ONE OF THE CODES IN QUESTION SIC007 = 91, GO TO QUESTION SIC007OS. ELSE GO TO SIC008.

---

### SIC007OS

Copyright: No

Round: Spring First-Grade Field Test

#### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

#### ENTER TEXT

Length

100

---

### SIC008

Copyright: No

Round: Spring First-Grade Field Test

Source: New item created by Westat.

#### QUESTION TEXT:

Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"

#### ENTER NUMBER

Range

0 to 1000

Soft Range

1 to 19

#### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC008}. Are you sure this is correct? When it is correct, select Next to continue."

---

**SIC010**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q6 (Previously formatted as yes or no on each row))

**QUESTION TEXT:**

Question "During this school year, has {CHILD} received instruction in the following types of programs in your school?"

InstResp "Select all that apply."

**CODES****Code All That Apply**

- |   |  |
|---|--|
| 1 | Individual tutoring remedial program in reading/language arts                              |
| 2 | Individual tutoring remedial program in mathematics  |
| 3 | Pull-out (that is, out of classroom) small group remedial program in reading/language arts |
| 4 | Pull-out (that is, out of classroom) small group remedial program in mathematics           |
| 5 | Gifted and talented program in reading/language arts                                       |
| 6 | Gifted and talented program in mathematics   |
| 7 | None of the above  |

**PROGRAMMER INSTRUCTIONS:**

HELP FOR CODE 5: Gifted and talented programs include enrichment and accelerated program.

HELP FOR CODE 6: Gifted and talented programs include enrichment and accelerated program.

---

## SIC011a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC011a-c ON SAME SCREEN IN A GRID. DISPLAY “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?” AT THE TOP OF THE GRID.

DISPLAY “in your school “ AND “outside of the regular school day” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?”

Instruction or services before school”

### CODES

- |   |             |
|---|-------------|
| 1 | Yes         |
| 2 | No          |
| 3 | Not offered |
| 4 | Don't know  |

---

## SIC011b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC011a-c ON SAME SCREEN IN A GRID. DISPLAY “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?” AT THE TOP OF THE GRID.

DISPLAY “in your school “ AND “outside of the regular school day” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “Instruction or services after school”

### CODES

- |   |             |
|---|-------------|
| 1 | Yes         |
| 2 | No          |
| 3 | Not offered |
| 4 | Don't know  |

---

**SIC011c**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7)

**DISPLAY INSTRUCTIONS:**

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC011a-c ON SAME SCREEN IN A GRID. DISPLAY “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?” AT THE TOP OF THE GRID.

DISPLAY “in your school “ AND “outside of the regular school day” IN UNDERLINE TEXT.

**QUESTION TEXT:**

Question ”Instruction or services on weekends”

**CODES**

- |   |             |
|---|-------------|
| 1 | Yes         |
| 2 | No          |
| 3 | Not offered |
| 4 | Don’t know  |

---

**SIC012**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q8)

**QUESTION TEXT:**

Question “Is English {CHILD}’s native language?”

**CODES**

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
| 3 | Don’t know |

**PROGRAMMER INSTRUCTIONS:**

SK AND DON’T KNOW GO TO NEXT QUESTION (SIC013).

---

**SIC013**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q9)

**QUESTION TEXT:**

Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"

**CODES**

1 Yes

2 No

SIC019

**PROGRAMMER INSTRUCTIONS:**

SK SKIPS TO SIC019.

---

## SIC014

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D7)

### DISPLAY INSTRUCTIONS:

DISPLAY “solely in English “ IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “Would you say the specialized language instruction {CHILD} receives is primarily a/an...?”

### CODES

- |    |   |        |
|----|---|--------|
| 1  | Program that focuses on developing students' literacy in two languages  |        |
| 2  | Program that focuses on developing students' literacy solely in English |        |
| 3  | No specialized language program is provided to this child               | SIC018 |
| 91 | Other program(s) (Please specify):                                      |        |

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SIC018.

DISPLAY CODE 91 BEFORE CODE 3.

HELP FOR CODE 1: For example:

- Two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual program
- Transitional program, early exit bilingual program, or early exit transitional program
- Heritage language program or indigenous language program

HELP FOR CODE 2: For example:

- Sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Pull-out English as a Second Language (ESL) or English Language Development (ELD)
- Push-in ESL program

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen

---

## Box 5

Round: Spring First-Grade Field Test

IF SIC014 = 91, GO TO QUESTION SIC014OS.

---

## SIC014OS

Copyright: No

Round: Spring First-Grade Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### ENTER TEXT

Length

100

---

## SIC016a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8a)

### DISPLAY INSTRUCTIONS:

DISPLAY “often” IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC016a-c ON THE SAME SCREEN IN A GRID. DISPLAY “How often does {CHILD} usually receive specialized language instruction of the following program types?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “How often does {CHILD} usually receive specialized language instruction of the following program types?”

Program that focuses on developing students’ literacy in two languages”

### CODES

- |   |                       |
|---|-----------------------|
| 1 | Never                 |
| 2 | Less than once a week |
| 3 | 1 day a week          |
| 4 | 2 days a week         |
| 5 | 3 days a week         |
| 6 | 4 days a week         |
| 7 | 5 days a week or more |

---

**SIC016b**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8b)

**DISPLAY INSTRUCTIONS:**

DISPLAY “often” IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC016a-c ON THE SAME SCREEN IN A GRID. DISPLAY “How often does {CHILD} usually receive specialized language instruction of the following program types?” AT THE TOP OF THE GRID.

**QUESTION TEXT:**

Question “Program that focuses on developing students’ literacy solely in English”

**CODES**

- |   |                       |
|---|-----------------------|
| 1 | Never                 |
| 2 | Less than once a week |
| 3 | 1 day a week          |
| 4 | 2 days a week         |
| 5 | 3 days a week         |
| 6 | 4 days a week         |
| 7 | 5 days a week or more |

---

**SIC016c**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8c)

**DISPLAY INSTRUCTIONS:**

DISPLAY “often” IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC016a-c ON THE SAME SCREEN IN A GRID. DISPLAY “How often does {CHILD} usually receive specialized language instruction of the following program types?” AT THE TOP OF THE GRID.

**QUESTION TEXT:**

Question “Other program”

**CODES**

- |   |                       |
|---|-----------------------|
| 1 | Never                 |
| 2 | Less than once a week |
| 3 | 1 day a week          |
| 4 | 2 days a week         |
| 5 | 3 days a week         |
| 6 | 4 days a week         |
| 7 | 5 days a week or more |

---

## SIC017a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D9a)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC017a-c ON THE SAME SCREEN IN A GRID. DISPLAY “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?”

Program that focuses on developing students’ literacy in two languages”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Not applicable/Never       |
| 2 | Less than ½ hour           |
| 3 | ½ hour to less than 1 hour |
| 4 | 1 to less than 1 ½ hours   |
| 5 | 1 ½ to less than 2 hours   |
| 6 | 2 to less than 2 ½ hours   |
| 7 | 2 ½ to less than 3 hours   |
| 8 | 3 hours or more            |

---

## SIC017b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D9b)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC017a-c ON THE SAME SCREEN IN A GRID. DISPLAY “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Program that focuses on developing students’ literacy solely in English”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Not applicable/Never       |
| 2 | Less than ½ hour           |
| 3 | ½ hour to less than 1 hour |
| 4 | 1 to less than 1 ½ hours   |
| 5 | 1 ½ to less than 2 hours   |
| 6 | 2 to less than 2 ½ hours   |
| 7 | 2 ½ to less than 3 hours   |
| 8 | 3 hours or more            |

---

## SIC017c

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D9c)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC017a-c ON THE SAME SCREEN IN A GRID. DISPLAY “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Other program”

### CODES

1	Not applicable/Never
2	Less than ½ hour
3	½ hour to less than 1 hour
4	1 to less than 1 ½ hours
5	1 ½ to less than 2 hours
6	2 to less than 2 ½ hours
7	2 ½ to less than 3 hours
8	3 hours or more

---

## SIC018

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D10) (replaced ‘reading instruction’ with ‘academic instruction’)

### DISPLAY INSTRUCTIONS:

DISPLAY “academic instruction” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “During this school year, how often is {CHILD}’s academic instruction provided in {his/her} native language?”

### CODES

1	None of the time
2	Less than half of the time
3	Half of the time
4	More than half of the time
5	Almost all the time

---

## SIC019

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q13)  
(Rephrased question, dropping the phrase 'on record with the school' from the end of the question.)

### QUESTION TEXT:

Question "Does {CHILD} have an IEP/IFSP?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

### PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Individualized Education Program (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 IFSP.

HELP FOR STEM: Individual Family Service Place (IFSP): A plan developed to support children and families involved in early intervention (birth to age 3).

---

## SIC020

Copyright: No

Round: Spring First-Grade Field Test

Source: New item created by Westat.

### QUESTION TEXT:

Question "Does {CHILD} have a 504 plan?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

### PROGRAMMER INSTRUCTIONS:

HELP CODE FOR STEM: 504 Plan: A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

---

**SIC021**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q14); Restructured as a "select all that apply" rather than yes/no for each type of program.

**QUESTION TEXT:**

Question "Does {CHILD} receive instruction in any of the following types of programs in your school?"

InstResp "Select all that apply."

**CODES****Code All That Apply**

- |   |  |
|---|--|
| 1 | Speech-language therapy for children with speech or language disorders/impairments                                   |
| 2 | Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting |
| 3 | None of the above  |

---

**SIC022**

Copyright: No

Round: Spring First-Grade Field Test

Source: New item created by Westat based on support services identified in the U.S. Department of Education Pre-Elementary Education Longitudinal Study (PEELS).

**QUESTION TEXT:**

Question “During this school year, has {CHILD} received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel)?”

InstResp “Select all that apply.”

<b>CODES</b>	<b>Code All That Apply</b>
1	Social work services
2	Mental health services (for example, personal/group counseling, therapy, or psychiatric care)
3	Behavior management program
4	Service coordination/case management services
5	Training/counseling for their family and/or caregivers
6	None of the above
91	Other (Please specify):

**PROGRAMMER INSTRUCTIONS:**

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen

---

**Box 6**

Round: Spring First-Grade Field Test

IF ONE OF THE CODES IN QUESTION SIC022 = 91, GO TO QUESTION SIC022OS. ELSE GO TO SIC023.

---

**SIC022OS**

Copyright: No

Round: Spring First-Grade Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**ENTER TEXT**

Length

100

---

**SIC023**

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q15)

**QUESTION TEXT:**

Question "Does {CHILD} receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?"

**CODES**

- |   |  |
|---|--|
| 1 | Yes  |
| 2 | No   |
| 3 | Don't know   |
| 4 | Child does not participate in the school's testing or assessment program |
| 5 | There is no testing or assessment program at this grade level            |

---

## SIC024

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q16)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC024 and SIC025 ON SAME SCREEN IN A GRID.

DISPLAY “structured” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”

### CODES

- |   |                                |
|---|--------------------------------|
| 1 | A lot less active than most    |
| 2 | A little less active than most |
| 3 | About the same as most         |
| 4 | A little more active than most |
| 5 | A lot more active than most    |

---

## SIC025

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q17)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC024 and SIC025 ON SAME SCREEN IN A GRID.

DISPLAY “unstructured” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”

### CODES

- |   |                                |
|---|--------------------------------|
| 1 | A lot less active than most    |
| 2 | A little less active than most |
| 3 | About the same as most         |
| 4 | A little more active than most |
| 5 | A lot more active than most    |

---

## SICo26a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SICo26a-f ON SAME SCREEN IN A GRID.

DISPLAY “Overall, how would you rate {CHILD}’s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Overall, how would you rate {CHILD}’s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?

Reading”

### CODES

- |   |                      |
|---|----------------------|
| 1 | Below grade level    |
| 2 | About on grade level |
| 3 | Above grade level    |

---

## SICo26b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SICo26a-f ON SAME SCREEN IN A GRID.

DISPLAY “Overall, how would you rate {CHILD}’s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Writing”

### CODES

- |   |                      |
|---|----------------------|
| 1 | Below grade level    |
| 2 | About on grade level |
| 3 | Above grade level    |

---

## SICo26c

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SICo26a-f ON SAME SCREEN IN A GRID.

DISPLAY “Overall, how would you rate {CHILD}’s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Oral language”

### CODES

- |   |                      |
|---|----------------------|
| 1 | Below grade level    |
| 2 | About on grade level |
| 3 | Above grade level    |

---

## SICo26d

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SICo26a-f ON SAME SCREEN IN A GRID.

DISPLAY “Overall, how would you rate {CHILD}’s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Math”

### CODES

- |   |                      |
|---|----------------------|
| 1 | Below grade level    |
| 2 | About on grade level |
| 3 | Above grade level    |

---

## SICo26e

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SICo26a-f ON SAME SCREEN IN A GRID.

DISPLAY “Overall, how would you rate {CHILD}’s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Science”

### CODES

- |   |                      |
|---|----------------------|
| 1 | Below grade level    |
| 2 | About on grade level |
| 3 | Above grade level    |

---

## SICo26f

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SICo26a-f ON SAME SCREEN IN A GRID.

DISPLAY “Overall, how would you rate {CHILD}’s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Social studies”

### CODES

- |   |                      |
|---|----------------------|
| 1 | Below grade level    |
| 2 | About on grade level |
| 3 | Above grade level    |

---

## SIC027

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (D16)

### DISPLAY INSTRUCTIONS:

DISPLAY "reading" IN UNDERLINE TEXT.

### QUESTION TEXT:

Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"

### CODES

1	I do not use instructional groups for reading	SIC029
2	Two	
3	Three	
4	Four	
5	Five or more	

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SIC029.

USE TEACHER SURVEY PROBE.

---

## SIC028

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (Student Information, D17)

### QUESTION TEXT:

Question "In which reading instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

### ENTER NUMBER

Range	1 to 10
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC028}. Are you sure this is correct? When it is correct, select Next to continue."

---

## SIC029

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A9)

### DISPLAY INSTRUCTIONS:

DISPLAY "mathematics" IN UNDERLINE TEXT.

### QUESTION TEXT:

Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"

### CODES

1	I do not use instructional groups for mathematics	SIC031a
2	Two	
3	Three	
4	Four	
5	Five or more	

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SIC031a.

USE TEACHER SURVEY PROBE.

---

## SIC030

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A10)

### QUESTION TEXT:

Question "In which mathematics instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

### ENTER NUMBER

Range	1 to 10
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC030}. Are you sure this is correct? When it is correct, select Next to continue."

---

## SIC031a

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC031a-e ON SAME SCREEN IN A GRID.

DISPLAY “During this school year, have {CHILD}'s parents/guardians participated in the following activities?”  
AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “During this school year, have {CHILD}'s parents/guardians participated in the following activities?”

Attended regularly-scheduled conferences at your school”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Yes                        |
| 2 | No                         |
| 3 | Not applicable/Not offered |

---

## SIC031b

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC031a-e ON SAME SCREEN IN A GRID.

DISPLAY “During this school year, have {CHILD}'s parents/guardians participated in the following activities?”  
AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Attended parent/teacher informal meetings that you initiated to talk about {CHILD}'s progress”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Yes                        |
| 2 | No                         |
| 3 | Not applicable/Not offered |

---

## SIC031c

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC031a-e ON SAME SCREEN IN A GRID.

DISPLAY "During this school year, have {CHILD}'s parents/guardians participated in the following activities?"  
AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Returned your telephone calls or emails"

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Yes                        |
| 2 | No                         |
| 3 | Not applicable/Not offered |

---

## SIC031d

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC031a-e ON SAME SCREEN IN A GRID.

DISPLAY "During this school year, have {CHILD}'s parents/guardians participated in the following activities?"  
AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Initiated contact with you"

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Yes                        |
| 2 | No                         |
| 3 | Not applicable/Not offered |

---

## SIC031e

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24)

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC031a-e ON SAME SCREEN IN A GRID.

DISPLAY "During this school year, have {CHILD}'s parents/guardians participated in the following activities?"  
AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Volunteered to help you in your classroom or school"

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Yes                        |
| 2 | No                         |
| 3 | Not applicable/Not offered |

---

## SIC032

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q25); Added "Overly involved."

### QUESTION TEXT:

Question "How involved at the school would you say {CHILD}'s parents/guardians are?"

### CODES

- |   |                     |
|---|---------------------|
| 1 | Not involved at all |
| 2 | Somewhat involved   |
| 3 | Very involved       |
| 4 | Overly involved     |
| 5 | Don't know          |

---

## SIC034

Copyright: No

Round: Spring First-Grade Field Test

Source: Adapted from the ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q27) by eliminating the gate question and making it a select all that apply.

### QUESTION TEXT:

Question "During this school year, besides regular teacher conferences, have you communicated with {CHILD}'s parents/guardians for any of the following purposes?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |   |  |
|---|--|
| 1 | Behavior problems the child was having in school                         |
| 2 | Any problems the child was having with school work                       |
| 3 | Anything the child was doing particularly well in or better in at school |
| 4 | None of the above  |

---

## SIC035

Copyright: No

Round: Spring First-Grade Field Test

Source: ECLS-K:2011 Third Grade Classroom Teacher, Child-level Questionnaire (Q E22).

### QUESTION TEXT:

Question "Are you {CHILD}'s primary teacher in the following subject areas?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |   |                       |
|---|-----------------------|
| 1 | Reading/Language Arts |
| 2 | Mathematics           |
| 3 | Science               |
| 4 | Social Studies        |

### PROGRAMMER INSTRUCTIONS:

HELP TEXT FOR STEM: A primary teacher is the teacher who is responsible for all learning in that subject area. The primary teacher writes all lesson plans and handles all activities and assessments in that subject area. If you co-teach a subject area with another teacher but think you could report about {CHILD}, please report that you are {his/her} primary teacher for that subject area.

---

## SIC036

Copyright: No

Round: Spring First-Grade Field Test

Source: New.

### QUESTION TEXT:

Question "Thank you for answering the questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed."

### PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

---

## Box 7

Round: Spring First-Grade Field Test

CASE WITH COMPLETED TEACHER SURVEY SHOULD ROUTE BACK TO MANAGEMENT SYSTEM SO THAT THE TEACHER MAY SELECT ANOTHER CHILD SURVEY ASSIGNED TO HIM/HER, IF APPLICABLE.