This file contains a listing of every
Kindergarten Class of 2022-23 (EC
wording is provided, along with t
research question in Part C of this

Each worksheet in this file pertain
instrument to which the workshe
Attachments C1 - C10, Attachmen

Worksheet Name

Fall K Parent
Spring K parent
Spring 1 parent
Teacher-level fall K
Teacher-level spring K
Teacher-level spring 1
Special ed teacher-level spring K
Special ed teacher-level spring 1
Child-level teacher fall K
Child-level teacher spring K
Child-level teacher spring 1
Spec ed child-lvl teach sp K
Spec ed child-lvl teach sp 1
School admin spring K
School admin spring 1

y question that will be asked of respondents in the Early Childhood Longitudinal Study, CLS-K:2023) kindergarten and first grade field test. For each question, the question he item section and number, the construct the item measures, and the specific s OMB submission for which the item is intended to provide information.

ns to one data collection instrument. Below is a list of the worksheet name and the eet pertains. The instruments themselves are provided in Attachments B1 - B3, nts D1 - D10, and Attachments E1 - E4 of this submission.

ECLS-K:2023 Kindergarten - First Grade Field Test Data Collection Instrument

Fall Kindergarten Parent Survey
Spring Kindergarten Parent Survey
Spring First Grade Parent Survey
Fall Kindergarten Teacher-Level Teacher Survey
Spring Kindergarten Teacher-Level Teacher Survey
Spring First-Grade Teacher-Level Teacher Survey
Spring Kindergarten Teacher-Level Special Education Teacher Survey
Spring First-Grade Teacher-Level Special Education Teacher Survey
Fall Kindergarten Child-Level Teacher Survey
Spring Kindergarten Child-Level Teacher Survey
Spring First-Grade Child-Level Teacher Survey
Spring Kindergarten Child-Level Special Education Teacher Survey
Spring First-Grade Child-Level Special Education Teacher Survey
Spring Kindergarten School Administrator Survey
Spring First-Grade School Administrator Survey

Instrument Attachment Identifier
B-1
B-2
B-3
C-1 & C-2
C-3 & C-4
C-5 & C-6
C-7 & C-8
C-9 & C-10
D-1 & D-2
D-3 &D-4
D-5 & D-6
D-7 & D-8
D-9 & D-10
E-1 & E-2
E3- & E-4

Section	Item #	Item Wording
INQ	INQ001	Question "We would like to collect some information about {CHILD}'s school and home experiences. Your answers will be extremely valuable in better understanding the development of young children and how their early school experiences can be improved._x000D_ _x000D_ Please press the Next button to continue."
INQ	INQ002	Question "Are you the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health?"_x000D_ ----_x000D_ 1. Yes, I am the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health._x000D_ 2. Another parent or guardian in the household knows the most about {CHILD}’s care, education, and health._x000D_ 3. {CHILD} does not live in this household._x000D_
INQ	INQ005a	Question “We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person {, in this household,} so that we can contact him or her for the survey._x000D_ _x000D_ First Name: "
INQ	INQ005b	Question "Last Name:"
INQ	INQ005c	Question "Email Address:"
INQ	INQ005d1	Question "Please {confirm/enter} the mailing address._x000D_ _x000D_ Address Line 1:"
INQ	INQ005d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
INQ	INQ005e	Question "City:"
INQ	INQ005f	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"
INQ	INQ005g	Question "Zip code:"

INQ	INQ005h	Question “Last spring, {PRESCHOOL RESPONDENT’S FIRST NAME} {PRESCHOOL RESPONDENT’S LAST NAME} {who was about {PRESCHOOL RESPONDENT’S AGE} years old} completed a survey for the study. _x000D_ _x000D_ Are you {PRESCHOOL RESPONDENT’S FIRST NAME} {PRESCHOOL RESPONDENT’S LAST NAME}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ005i	Question “Please select your name and/or description from the list below. If you are not on the list, select “not on list.”_x000D_ ----_x000D_ 1. {Person who did the survey last spring/First name of person who did _x000D_ the survey last spring/Last name of person who did the survey last spring/_x000D_ {RESPONDENT’S FIRST NAME} {RESPONDENT’S LAST NAME}} {, about age {RESPONDENT'S AGE}}{, {RESPONDENT'S SEX}}_x000D_ 2. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 3. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 4. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 5. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 6. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 7. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 8. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 36. Not on List_x000D_
INQ	INQ005j	Question "What is your name?_x000D_ _x000D_ First Name:"_x000D_ _x000D_ InstResp “We ask for first names so that we can ask questions about each person in the survey.”
INQ	INQ005k	Question "{Please enter or confirm your last name.}_x000D_ _x000D_ Last Name:"

INQ	INQ010a	Question "We need your permission before we can include {CHILD} in the study. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study, but still want to hear from you._x000D_ _x000D_ Do you give your permission for {CHILD} to participate in the ECLS? "_x000D_ ----_x000D_ 1. Yes, I give permission for {CHILD} to participate in the ECLS._x000D_ 2. No, I do not give permission for {CHILD} to participate._x000D_
INQ	INQ010b	Question "First Name: "
INQ	INQ010c	Question "Last Name:"
INQ	INQ020a	Question “Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ020b	Question “{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. _x000D_ _x000D_ First Name:”
INQ	INQ020c	Question “Middle name:”_x000D_ _x000D_ InstResp: “If there is no middle name, please skip this.”
INQ	INQ020d	Question “Last Name:”
INQ	INQ050a	Question “Our records also show that {CHILD} is {male/female}. Is that correct?_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ050b	Question “What is {CHILD}’s sex?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
INQ	INQ060a	Question “Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

INQ	INQ060b	Question “What is {CHILD}'s date of birth?”_x000D_ _x000D_ Watermark “Select month”_x000D_ ----_x000D_ 1. January_x000D_ 2. February_x000D_ 3. March_x000D_ 4. April_x000D_ 5. May_x000D_ 6. June_x000D_ 7. July_x000D_ 8. August_x000D_ 9. September_x000D_ 10. October_x000D_ 11. November_x000D_ 12. December_x000D_
INQ	INQ060c	Watermark “Enter day”
INQ	INQ060d	Watermark “Enter year”_x000D_ _x000D_ InstResp “Please enter the full year (for example, 2016).”
INQ	INQ080	Question “So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b, c, and d} years old. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ090	Question “How old is {CHILD}?”_x000D_ _x000D_ Watermark “Enter age”
INQ	INQ100a	Question "Our records show that you live at _x000D_ _x000D_ {ADDRESS LINE 1} {,} {ADDRESS LINE 2}_x000D_ _x000D_ {CITY}, {STATE} {ZIP CODE} _x000D_ _x000D_ Is that correct?_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ100b	Question "Please enter your mailing address._x000D_ _x000D_ Address Line 1: "
INQ	INQ100c	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"

INQ	INQ100d	Question "City:"
INQ	INQ100e	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"
INQ	INQ100f	Question "Zip code:"
INQ	INQ130a	Question "Please confirm or enter your contact information._x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark name@domain.com_x000D_ _x000D_ “I don’t have an email address.”
INQ	INQ130b	Question "Mobile Number:_x000D_ _x000D_ By providing my mobile phone number, I agree to receive a text message to log back into this survey. Message and data rates may apply."_x000D_ _x000D_ Watermark “(555)-555-5555”_x000D_ _x000D_ “I don’t have a mobile phone.”
INQ	INQ130c	Question "Landline Number:"_x000D_ _x000D_ Watermark “(555)-555-5555”_x000D_ _x000D_ “I don’t have a landline phone.”
PIQ	PIQ001	Question "Is {CHILD} currently..."_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Not in school?_x000D_ 2. In public or private school, including preschools?_x000D_ 3. In a child care center INSTEAD of attending a public or private school?_x000D_ 4. In child care in a home INSTEAD of attending a public or private school?_x000D_ 5. Homeschooled INSTEAD of attending a public or private school (including preschools) for some or all classes?_x000D_

PIQ	PIQ002	Question "We would like to confirm {CHILD}’s grade level._x000D_ _x000D_ Is {CHILD} currently in kindergarten?”_x000D_ _x000D_ InstResp “Kindergarten includes Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Prefirst Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades._x000D_ _x000D_ It also includes children who are homeschooled for kindergarten.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ003	Question "What is {CHILD}’s current grade or equivalent?"_x000D_ ----_x000D_ 1. Preschool or child care for preschool-aged _x000D_ children in a center_x000D_ 2. Kindergarten_x000D_ 3. First_x000D_ 4. Second_x000D_ 5. Third_x000D_ 6. Fourth_x000D_ 7. Fifth or above_x000D_ 8. None of these_x000D_
PIQ	PIQ004	Question "Is {CHILD} attending {SCHOOL NAMED IN SPRING PRESCHOOL PARENT SURVEY}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

PIQ	PIQ005	Question "What is the name of the school that {CHILD} attends?_x000D_ _x000D_ InstResp “Select the school from the list below. If you don't find the school, select "School not on list" and then type in the full school name.”_x000D_ ----_x000D_ 1. [DISPLAY SCHOOL 1 IN ABC ORDER]_x000D_ 2. [DISPLAY SCHOOL 2 IN ABC ORDER]_x000D_ 3. [DISPLAY SCHOOL 3 IN ABC ORDER]_x000D_ 4. [DISPLAY SCHOOL 4 IN ABC ORDER]_x000D_ 5. [DISPLAY SCHOOL 5 IN ABC ORDER]_x000D_ 6. [DISPLAY SCHOOL 6 IN ABC ORDER]_x000D_ 7. [DISPLAY SCHOOL 7 IN ABC ORDER]_x000D_ 8. [DISPLAY SCHOOL 8 IN ABC ORDER]_x000D_ 9. [DISPLAY SCHOOL 9 IN ABC ORDER]_x000D_ 10. [DISPLAY SCHOOL 10 IN ABC ORDER]_x000D_ 11. [DISPLAY SCHOOL 11 IN ABC ORDER]_x000D_ 12. [DISPLAY SCHOOL 12 IN ABC ORDER]_x000D_ 13. [DISPLAY SCHOOL 13 IN ABC ORDER]_x000D_ 14. [DISPLAY SCHOOL 14 IN ABC ORDER]_x000D_ 15. [DISPLAY SCHOOL 15 IN ABC ORDER]_x000D_ 16. [DISPLAY SCHOOL 16 IN ABC ORDER]_x000D_ 17. [DISPLAY SCHOOL 17 IN ABC ORDER]_x000D_ 18. [DISPLAY SCHOOL 18 IN ABC ORDER]_x000D_ 19. [DISPLAY SCHOOL 19 IN ABC ORDER]_x000D_ 20. [DISPLAY SCHOOL 20 IN ABC ORDER]_x000D_ 21. [DISPLAY SCHOOL 21 IN ABC ORDER]_x000D_ 22. [DISPLAY SCHOOL 22 IN ABC ORDER]_x000D_ 23. [DISPLAY SCHOOL 23 IN ABC ORDER]_x000D_ 24. [DISPLAY SCHOOL 24 IN ABC ORDER]_x000D_ 25. [DISPLAY SCHOOL 25 IN ABC ORDER]_x000D_ 91. School not on list_x000D_
PIQ	PIQ005OS	Watermark "Enter full school name"
PIQ	PIQ006a1	Question "What is the mailing address of the school?_x000D_ _x000D_ Address Line 1:"
PIQ	PIQ006a2	Question "Address Line 2:"
PIQ	PIQ006b	Question "City:"
PIQ	PIQ006c	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.” _x000D_ _x000D_ Watermark "Select a state"

PIQ	PIQ006d	Question "Zip Code:"
PIQ	PIQ020a	Question "Now we have some questions about {CHILD}'s school. Did {CHILD}'s school or teacher send home information about any of the following when {CHILD} started kindergarten this year?_x000D_ _x000D_ How to prepare {CHILD} for kindergarten?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ020b	Question "Topics or skills that are part of the kindergarten program?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ020c	Question "What to do if {CHILD} will be late or absent from school?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ020d	Question "How to get in touch with a teacher or school staff to discuss any concerns or questions about {CHILD}?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ030	Question "Have you met {CHILD}'s teacher yet?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ051	Question "Now, we'd like to ask you about {CHILD}'s school. To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her} current school? {CHILD} being able to go to {his/her} current school was ..._x000D_ _x000D_ InstResp: "Choosing where to live" means moving to a particular neighborhood so that the child can go to the school that is assigned to that neighborhood."_x000D_ ----_x000D_ 1. A primary factor in choosing where you live,_x000D_ 2. One of several factors, or_x000D_ 3. Not a factor in choosing where you live?_x000D_

PIQ	PIQ060	Question: “Is {CHILD} attending {his/her} regularly assigned school or a school that you or someone else in your household chose?”_x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Assigned school for your home_x000D_ 2. Assigned school for your home that is also your school of choice_x000D_ 3. A chosen school that is not the assigned school for your home_x000D_ 4. Child is homeschooled_x000D_
PIQ	PIQ065	Question "Does {CHILD} attend a school?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ066	Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities.”_x000D_ _x000D_ Watermark “Hours per week”
PIQ	PIQ070	Question "Most schools have guidelines about when a child can start school based on his or her birth date. _x000D_ _x000D_ Did you or another parent or guardian enroll {CHILD} in kindergarten before {he/she} reached the age of the school guideline, as soon as {he/she} was old enough based on {his/her} birth date, or did you wait at least a year so {he/she} was older?”_x000D_ ----_x000D_ 1. Before {he/she} reached the minimum age in the school guideline_x000D_ 2. As soon as {he/she} reached an age within the school guideline_x000D_ 3. Waited at least a year from the school guideline_x000D_
PIQ	PIQ080	Question "Is this {CHILD}'s first or second year of kindergarten?”_x000D_ ----_x000D_ 1. First_x000D_ 2. Second_x000D_ 3. Third or more_x000D_
PIQ	PIQ085	Question "Is {CHILD} in a transitional kindergarten program (also known as TK)?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

PIQ	PIQ086	Question "Did {CHILD} go into that transitional kindergarten (TK) program based on…"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. {CHILD} was not the minimum age in the school guideline for kindergarten in my state._x000D_ 2. Teacher/early care provider recommended {CHILD} attend TK._x000D_ 3. {CHILD} can enroll in kindergarten based on age but TK can help {him/her} to be more academically ready for kindergarten._x000D_ 4. {CHILD} can enroll in kindergarten based on age but TK can help {him/her} to be more socially ready for kindergarten._x000D_ 91. Other (Please specify):_x000D_
PIQ	PIQ086os	
PIQ	PIQ090a	Question "Children sometimes have problems adjusting to kindergarten. On average, during the first two months of this school year … _x000D_ _x000D_ Did {CHILD} complain about school more than once a week, once a week or less, or not at all?"_x000D_ _x000D_ InstResp "If {CHILD} has been in school for less than two months, answer for the time since the beginning of the school year."_x000D_ ----_x000D_ 1. More than once a week_x000D_ 2. Once a week or less_x000D_ 3. Not at all_x000D_
PIQ	PIQ090b	Question "Was {CHILD} upset or reluctant to go to school?"_x000D_ ----_x000D_ 1. More than once a week_x000D_ 2. Once a week or less_x000D_ 3. Not at all_x000D_
PIQ	PIQ090c	Question "Did {he/she} pretend to be sick to stay home from school?"_x000D_ ----_x000D_ 1. More than once a week_x000D_ 2. Once a week or less_x000D_ 3. Not at all_x000D_
PIQ	PIQ090d	Question "Did {he/she} say good things about school?"_x000D_ ----_x000D_ 1. More than once a week_x000D_ 2. Once a week or less_x000D_ 3. Not at all_x000D_

PIQ	PIQ090e	Question "Did {CHILD} say {he/she} liked {his/her} teacher?"_x000D_ ----_x000D_ 1. More than once a week_x000D_ 2. Once a week or less_x000D_ 3. Not at all_x000D_
PIQ	PIQ090f	Question "Did {he/she} look forward to going to school?"_x000D_ ----_x000D_ 1. More than once a week_x000D_ 2. Once a week or less_x000D_ 3. Not at all_x000D_
PIQ	PIQ110a	Question "Now I'm going to ask you how important you think it is for children to know or do certain things to be ready for kindergarten._x000D_ _x000D_ How important do you think it is that a child ... _x000D_ _x000D_ Can count to 20 or more?"_x000D_ ----_x000D_ 1. Essential_x000D_ 2. Very important_x000D_ 3. Somewhat important_x000D_ 4. Not very important_x000D_ 5. Not important_x000D_
PIQ	PIQ110b	Question "Takes turns and shares?"_x000D_ ----_x000D_ 1. Essential_x000D_ 2. Very important_x000D_ 3. Somewhat important_x000D_ 4. Not very important_x000D_ 5. Not important_x000D_
PIQ	PIQ110c	Question "Is able to use pencils and paint brushes?"_x000D_ ----_x000D_ 1. Essential_x000D_ 2. Very important_x000D_ 3. Somewhat important_x000D_ 4. Not very important_x000D_ 5. Not important_x000D_
PIQ	PIQ110d	Question "Sits still and pays attention?"_x000D_ ----_x000D_ 1. Essential_x000D_ 2. Very important_x000D_ 3. Somewhat important_x000D_ 4. Not very important_x000D_ 5. Not important_x000D_

PIQ	PIQ110e	Question "Knows most of the letters of the alphabet?"_x000D_ ----_x000D_ 1. Essential_x000D_ 2. Very important_x000D_ 3. Somewhat important_x000D_ 4. Not very important_x000D_ 5. Not important_x000D_
PIQ	PIQ110f	Question "Communicates needs, wants, and thoughts verbally in {his/her} primary language?"_x000D_ ----_x000D_ 1. Essential_x000D_ 2. Very important_x000D_ 3. Somewhat important_x000D_ 4. Not very important_x000D_ 5. Not important_x000D_
PIQ	PIQ120	Question "How far in school do you expect {CHILD} to go? _x000D_ _x000D_ Do you expect {him/her} ..."_x000D_ ----_x000D_ 1. To receive less than a high school diploma,_x000D_ 2. To graduate from high school,_x000D_ 3. To attend a vocational or technical school after high school,_x000D_ 4. To attend two or more years of college,_x000D_ 5. To finish a four- or five-year college degree,_x000D_ 6. To earn a master's degree or equivalent, or_x000D_ 7. To finish a Ph.D., MD, or other advanced degree?_x000D_
PIQ	PIQ500	Question "How many times was {CHILD} late for school during the past four weeks?"_x000D_ _x000D_ Watermark “Enter # of times”
PSQ	PSQ020	Question "Now we would like to ask about the skills some children demonstrate at this age._x000D_ _x000D_ Can {CHILD} identify the colors red, yellow, blue, and green by name?" _x000D_ _x000D_ InstResp "This can be done in any language."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. No, none of them_x000D_ 2. Yes, some of them_x000D_ 3. Yes, all of them_x000D_

PSQ	PSQ025	Question "Can {CHILD} correctly recognize the letters of the alphabet?"_x000D_ _x000D_ InstResp "This can be done in any language."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. No, none of them_x000D_ 2. Yes, some of them_x000D_ 3. Yes, most of them_x000D_ 4. Yes, all of them_x000D_
PSQ	PSQ030	Question "Can {CHILD} write {his/her} first name, even if some of the letters are backwards?"_x000D_ _x000D_ InstResp "This can be done in any language." _x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PSQ	PSQ035	Question "How often can {CHILD} explain things {he/she} has seen or done so that you get a very good idea of what happened?"_x000D_ _x000D_ InstResp "This can be done in any language."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. About half the time_x000D_ 4. Usually_x000D_ 5. Always_x000D_
PSQ	PSQ040	Question "How high can {CHILD} count?" _x000D_ _x000D_ InstResp "This can be done in any language."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. {CHILD} cannot count._x000D_ 2. Up to 5_x000D_ 3. Up to 10_x000D_ 4. Up to 20_x000D_ 5. Up to 50_x000D_ 6. Up to 100 or more_x000D_

PSQ	PSQ045	Question "Can {CHILD} identify basic shapes such as a triangle, rectangle, circle, or square?"_x000D_ _x000D_ InstResp "This can be done in any language."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. No, none of them_x000D_ 2. Yes, some of them_x000D_ 3. Yes, most of them_x000D_ 4. Yes, all of them_x000D_
PSQ	PSQ050a	Question "How often does {CHILD} do the following?_x000D_ _x000D_ Tries repeatedly to communicate information that has not been understood by others?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_
PSQ	PSQ050b	Question "Asks questions about information that is unclear to {him/her}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_
PSQ	PSQ050c	Question "Responds to questions in a thoughtful way that makes sense?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_
PSQ	PSQ050d	Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_

KSQ	KSQ020	Question "How did you learn about the school where {CHILD} is attending kindergarten?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. It is the assigned school for our neighborhood._x000D_ 2. Word of mouth/recommendation from family, friends, etc._x000D_ 3. District/school website._x000D_ 4. Looked at the school's profile online from other parents._x000D_ 5. Looked at school ratings online._x000D_ 91. Other (Please specify):_x000D_
KSQ	KSQ020os	
KSQ	KSQ025	Question "Even though many factors matter when choosing a kindergarten, which THREE factors below were the MOST IMPORTANT to you? Please choose only three choices."_x000D_ ----_x000D_ 1. Offered convenient hours (for example, was a full-day kindergarten program, or offered before- or after-school care)._x000D_ 2. Offered services for children with special needs._x000D_ 3. Taught children how to get along well with others._x000D_ 4. Was in a convenient location (close to your home, work, or public transportation)._x000D_ 5. Had a warm and nurturing teacher(s)._x000D_ 6. Provided a safe and clean environment._x000D_ 7. Provided transportation._x000D_ 8. Was free or was the least expensive option._x000D_ 9. Taught children letters, numbers, and other academic skills._x000D_ 10. Accepted payment from a tuition assistance/voucher program in my state._x000D_ 11. Also served my other children (for example, the program was located in a school where an older sibling was enrolled)._x000D_ 12. Offered specialized programs or curriculum (for example, drama, arts, foreign languages, Montessori, modified calendar, etc.)._x000D_ 13. Was in an elementary school that fed into a desired middle or high school._x000D_ 14. Had a good reputation or high rating (for example, heard good things about the school from friends, family, neighbors, etc.)._x000D_ 15. Very good value_x000D_ 16. Promoted racial/cultural inclusivity._x000D_ 17. A language other than English was used as the teaching language._x000D_ 18. Was the assigned public school for the neighborhood._x000D_
KSQ	KSQ030	Question "Does {CHILD} go to a public or private school for kindergarten?"_x000D_ ----_x000D_ 1. Public_x000D_ 2. Private_x000D_

KSQ	KSQ035	Question “What days of the week does {CHILD} have school?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Monday_x000D_ 2. Tuesday_x000D_ 3. Wednesday_x000D_ 4. Thursday_x000D_ 5. Friday_x000D_ 6. Saturday_x000D_ 7. Sunday_x000D_
KSQ	KSQ075	Question “Is there a charge or tuition for {CHILD}’s school? Do not count money for school supplies, extra activities, or food.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
KSQ	KSQ080	Question “Did you use a voucher provided by the government to attend this school? “_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SSQ	SSQ010a	Question "Next we would like to ask about {CHILD’s} social skills and behavior._x000D_ _x000D_ Please indicate how often {CHILD} acts in the following ways._x000D_ _x000D_ Easily joins others in play."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010b	Question "Responds appropriately to teasing."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010c	Question "Makes and keeps friends."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010d	Question "Comforts or helps others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010e	Question "Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Worries about things."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010f	Question "Listens carefully to others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010g	Question "Acts sad or depressed."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010h	Question "Controls {his/her} temper."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010i	Question "Please indicate how often {CHILD} acts in the following ways._x000D_ _x000D_ Cooperates with family members."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010j	Question "Keeps working at something until {he/she} is finished."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010k	Question "Argues with others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010l	Question "Fights with others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010m	Question "Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Shows interest in a variety of things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010n	Question "Has a tantrum when {he/she} does not get {his/her} way."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010o	Question "Concentrates on a task and ignores distractions."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010p	Question "Easily becomes angry."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010q	Question "Please indicate how often {CHILD} acts in the following ways._x000D_ _x000D_ Acts lonely."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010r	Question "Helps with chores."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010s	Question "Has a problem being accepted and liked by others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010t	Question "Acts impulsively."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010u	Question " Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Says bad things about self."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010v	Question "Is eager to learn new things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010w	Question “Hyperactive."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010x	Question "Is creative in work or in play."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010y	Question "Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Fidgets or moves too much."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010Z1	Question "Is aggressive toward people or objects."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010Z2	Question "Withdraws from others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010Z3	Question "Has low energy or is lethargic."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010Z4	Question "Acts anxious with others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010Z5	Question "Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Says nobody likes {him/her}."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010Z6	Question "Has sleeping problems."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010Z7	Question "Disobeys rules or requests."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010Z8	Question "Gets embarrassed easily."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

SSQ	SSQ010Z9	Question "Has eating problems."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ020a	Question "Please rate how true each of these statements is for {CHILD}._x000D_ _x000D_ When practicing an activity, has a hard time keeping {her/his} mind on it."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Untrue of {CHILD}_x000D_ 3. 3 Somewhat untrue of {CHILD}_x000D_ 4. 4 Neither untrue nor true of {CHILD}_x000D_ 5. 5 Somewhat true of {CHILD}_x000D_ 6. 6 True of {CHILD}_x000D_ 7. 7 Extremely true of {CHILD}_x000D_
SSQ	SSQ020b	Question "Will move from one task to another without completing any of them."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Untrue of {CHILD}_x000D_ 3. 3 Somewhat untrue of {CHILD}_x000D_ 4. 4 Neither untrue nor true of {CHILD}_x000D_ 5. 5 Somewhat true of {CHILD}_x000D_ 6. 6 True of {CHILD}_x000D_ 7. 7 Extremely true of {CHILD}_x000D_
SSQ	SSQ020c	Question "When drawing or coloring in a book, shows strong concentration."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Untrue of {CHILD}_x000D_ 3. 3 Somewhat untrue of {CHILD}_x000D_ 4. 4 Neither untrue nor true of {CHILD}_x000D_ 5. 5 Somewhat true of {CHILD}_x000D_ 6. 6 True of {CHILD}_x000D_ 7. 7 Extremely true of {CHILD}_x000D_

SSQ	SSQ020d	Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods of time."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Untrue of {CHILD}_x000D_ 3. 3 Somewhat untrue of {CHILD}_x000D_ 4. 4 Neither untrue nor true of {CHILD}_x000D_ 5. 5 Somewhat true of {CHILD}_x000D_ 6. 6 True of {CHILD}_x000D_ 7. 7 Extremely true of {CHILD}_x000D_
SSQ	SSQ020e	Question "Please rate how true each of these statements is for {CHILD}._x000D_ _x000D_ Is easily distracted when listening to a story."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Untrue of {CHILD}_x000D_ 3. 3 Somewhat untrue of {CHILD}_x000D_ 4. 4 Neither untrue nor true of {CHILD}_x000D_ 5. 5 Somewhat true of {CHILD}_x000D_ 6. 6 True of {CHILD}_x000D_ 7. 7 Extremely true of {CHILD}_x000D_
SSQ	SSQ020f	Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Untrue of {CHILD}_x000D_ 3. 3 Somewhat untrue of {CHILD}_x000D_ 4. 4 Neither untrue nor true of {CHILD}_x000D_ 5. 5 Somewhat true of {CHILD}_x000D_ 6. 6 True of {CHILD}_x000D_ 7. 7 Extremely true of {CHILD}_x000D_
SSQ	SSQ025a	Question "Please rate how true each of these statements is for {CHILD}. _x000D_ _x000D_ Can wait before entering into new activities if asked to."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Somewhat untrue of {CHILD}_x000D_ 3. 3 Neither untrue nor true of {CHILD}_x000D_ 4. 4 Somewhat true of {CHILD}_x000D_ 5. 5 Extremely true of {CHILD}_x000D_

SSQ	SSQ025b	Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Somewhat untrue of {CHILD}_x000D_ 3. 3 Neither untrue nor true of {CHILD}_x000D_ 4. 4 Somewhat true of {CHILD}_x000D_ 5. 5 Extremely true of {CHILD}_x000D_
SSQ	SSQ025c	Question "Has trouble sitting still when told to (story time, etc.)."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Somewhat untrue of {CHILD}_x000D_ 3. 3 Neither untrue nor true of {CHILD}_x000D_ 4. 4 Somewhat true of {CHILD}_x000D_ 5. 5 Extremely true of {CHILD}_x000D_
SSQ	SSQ025d	Question "Is good at following instructions."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Somewhat untrue of {CHILD}_x000D_ 3. 3 Neither untrue nor true of {CHILD}_x000D_ 4. 4 Somewhat true of {CHILD}_x000D_ 5. 5 Extremely true of {CHILD}_x000D_
SSQ	SSQ025e	Question "Please rate how true each of these statements is for {CHILD}. _x000D_ _x000D_ Approaches places that {he/she} thinks might be "risky" slowly and cautiously."_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Somewhat untrue of {CHILD}_x000D_ 3. 3 Neither untrue nor true of {CHILD}_x000D_ 4. 4 Somewhat true of {CHILD}_x000D_ 5. 5 Extremely true of {CHILD}_x000D_
SSQ	SSQ025f	Question "Can easily stop an activity when told "no.""_x000D_ ----_x000D_ 1. 1 Extremely untrue of {CHILD}_x000D_ 2. 2 Somewhat untrue of {CHILD}_x000D_ 3. 3 Neither untrue nor true of {CHILD}_x000D_ 4. 4 Somewhat true of {CHILD}_x000D_ 5. 5 Extremely true of {CHILD}_x000D_

FSQ	FSQ010	Question "Now we have some questions about your household. We have listed that you and {CHILD} live in the household. Please add the first names of all the other people who normally live here, including both adults and children. Please do not include anyone staying here temporarily who usually lives somewhere else. _x000D_ We ask for first names so that we can ask questions about each person in the survey. "_x000D_ _x000D_ InstResp: "Please list each person in your household on a separate line, until you have listed all the people in your household. Don't forget your spouse or partner, someone who is temporarily away from home or living in a dorm at school, or any babies or small children._x000D_ _x000D_ If needed, you may list more household members than are shown as blank lines on this screen. To add additional members of the household, press the enter key. When you are finished, select the Next button."_x000D_ _x000D_ First name_x000D_ _x000D_ Household member 1 {DISPLAY FIRST NAME OF RESPONDENT}_x000D_ _x000D_ Household member 2 {DISPLAY FIRST NAME OF SAMPLED CHILD}
FSQ	FSQ030	Question "How old {are you/is {NAME}}?"_x000D_ _x000D_ InstResp "{For babies less than 1 year old, enter 0.}"_x000D_ _x000D_ Pre-unit "Age:"_x000D_ _x000D_ Watermark "Enter age"
FSQ	FSQ040	Question "{Are you/Is {NAME}} male or female?"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
FSQ	FSQ110	Question "Do you have a spouse or partner who lives in this household?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

FSQ	FSQ120	Question "Who in the household is your spouse or partner?"_x000D_ _x000D_ InstResp "Select the name of the person who is your spouse/partner. If name not listed, select "not on list."_x000D_ ----_x000D_ 1. {DISPLAY HH MEMBER NAME 1}_x000D_ 2. {DISPLAY HH MEMBER NAME 2}_x000D_ 3. {DISPLAY HH MEMBER NAME 3}_x000D_ 4. {DISPLAY HH MEMBER NAME 4}_x000D_ 5. {DISPLAY HH MEMBER NAME 5}_x000D_ 6. {DISPLAY HH MEMBER NAME 6}_x000D_ 7. {DISPLAY HH MEMBER NAME 7}_x000D_ 8. {DISPLAY HH MEMBER NAME 8}_x000D_ 37. Not on list_x000D_
FSQ	FSQ120a	Question "What is the first name of your spouse or partner?_x000D_ _x000D_ First name:"
FSQ	FSQ120b	Question "How old is {NAME}?"_x000D_ _x000D_ Pre-unit "Age:"_x000D_ _x000D_ Watermark "Enter age"
FSQ	FSQ120c	Question "Is {NAME} male or female?"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
FSQ	FSQ130	Question "What is {your/{NAME}'s} relationship to {CHILD}?"_x000D_ ----_x000D_ 1. Mother/female guardian_x000D_ 2. Father/male guardian_x000D_ 3. Sister_x000D_ 4. Brother_x000D_ 5. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_ 6. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_ 7. Grandmother_x000D_ 8. Grandfather_x000D_ 9. Aunt_x000D_ 10. Uncle_x000D_ 11. Cousin_x000D_ 12. Other relative_x000D_ 13. Other nonrelative_x000D_

FSQ	FSQ140	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Biological or birth mother_x000D_ 2. Adoptive mother_x000D_ 3. Step mother_x000D_ 4. Foster mother or legal female guardian_x000D_ 5. Other female parent or guardian_x000D_
FSQ	FSQ150	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Biological or birth father_x000D_ 2. Adoptive father_x000D_ 3. Step father_x000D_ 4. Foster father or legal male guardian_x000D_ 5. Other male parent or guardian_x000D_
FSQ	FSQ160	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Full sister_x000D_ 2. Half sister_x000D_ 3. Step sister_x000D_ 4. Adoptive sister_x000D_ 5. Foster sister_x000D_
FSQ	FSQ170	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Full brother_x000D_ 2. Half brother_x000D_ 3. Step brother_x000D_ 4. Adoptive brother_x000D_ 5. Foster brother_x000D_
FSQ	FSQ180	Question "{Are you/Is {NAME}} a ..."_x000D_ ----_x000D_ 1. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_ 2. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_ 3. Female guardian_x000D_ 4. Male guardian_x000D_ 5. Daughter/son of {CHILD}'s parent's partner_x000D_ 6. Other relative of {CHILD}'s parent's partner_x000D_ 91. Other nonrelative (Please specify):_x000D_
FSQ	FSQ180OS	

FSQ	FSQ190	Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"_x000D_ _x000D_ InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FSQ	FSQ195	Question "Which of the following describes {your/{NAME}'s} race? You may choose more than one."_x000D_ _x000D_ InstResp “For the purposes of this study, Hispanic origins are not races. _x000D_ _x000D_ Select all that apply.”_x000D_ ----_x000D_ 1. American Indian or Alaska Native_x000D_ 2. Asian_x000D_ 3. Black or African American_x000D_ 4. Native Hawaiian or other Pacific Islander_x000D_ 5. White_x000D_
FSQ	FSQ200	Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"_x000D_ ----_x000D_ 1. Married_x000D_ 2. Separated_x000D_ 3. Divorced_x000D_ 4. Widowed_x000D_ 5. Never married_x000D_ 6. Civil union/domestic partnership_x000D_ 91. I don't know (Please explain):_x000D_
FSQ	FSQ200OS	
FSQ	FSQ205a	Question “Has {CHILD} always lived with you?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FSQ	FSQ205b	Question “How long has {CHILD} lived with you?_x000D_ _x000D_ Years:”_x000D_ _x000D_ Watermark “Enter number of years”
FSQ	FSQ205c	Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter number of months”

FSQ	FSQ206	Question “To save time, if we contact you or another parent or guardian of {CHILD} in the future, we will include these first names, ages, and genders of your household members in that survey. This allows for review and updating of the information you provided here, rather than having to enter everything a second time. _x000D_ _x000D_ Please press the Next button to continue."_x000D_ _x000D_ “I do NOT provide my permission to fill these names, ages, and gender information into future surveys on {CHILD}.”
PLQ	PLQ020	Question “Now we would like to ask about the language, or languages, spoken in your home. _x000D_ _x000D_ Is any language other than English regularly spoken in your home?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PLQ	PLQ030	Question “Is English also spoken in your home?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PLQ	PLQ040	Question "What languages other than English are spoken in your home?” _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Spanish_x000D_ 2. A European language other than Spanish such as French, German, or Russian_x000D_ 3. A Chinese language or dialect_x000D_ 4. A Filipino language_x000D_ 5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_ 6. A South Asian language such as Hindi or Tamil_x000D_ 7. Another Asian language such as Japanese or Korean_x000D_ 8. A Middle Eastern language such as Arabic or Farsi_x000D_ 9. An African language such as Swahili or Amharic_x000D_ 91. Other language (Please specify):_x000D_
PLQ	PLQ040OS	

PLQ	PLQ041a	Question "What is the primary language that {you/NAME} {speak/speaks} in your home?"_x000D_ ----_x000D_ 1. English_x000D_ 2. Two or more languages are spoken the same amount_x000D_ 3. {Spanish}_x000D_ 4. {A European language other than Spanish such as French, German, or Russian}_x000D_ 5. {A Chinese language or dialect}_x000D_ 6. {A Filipino language}_x000D_ 7. {A Southeast Asian language such as Vietnamese, Thai, or Khmer}_x000D_ 8. {A South Asian language such as Hindi or Tamil}_x000D_ 9. {Another Asian language such as Japanese or Korean}_x000D_ 10. {A Middle Eastern language such as Arabic or Farsi}_x000D_ 11. {An African language such as Swahili or Amharic}_x000D_ 12. {OTHER SPECIFY ANSWER FROM PLQ040}_x000D_
PLQ	PLQ041c	Question "You mentioned that {you/NAME} {speak/speaks} two or more languages equally at home. What are these languages?_x000D_ _x000D_ Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category._x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 0. English_x000D_ 1. {Spanish}_x000D_ 2. {A Eurpoean language other than Spanish such as French, German, or Russian}_x000D_ 3. {A Chinese language or dialect}_x000D_ 4. {A Filipino language}_x000D_ 5. {A Southeast Asian language such as Vietnamese, Thai, or Khmer}_x000D_ 6. {A South Asian language such as Hindi or Tamil}_x000D_ 7. {Another Asian language such as Japanese or Korean}_x000D_ 8. {A Middle Eastern language such as Arabic or Farsi}_x000D_ 9. {An African language such as Swahili or Amharic}_x000D_ 10. {OTHER SPECIFY ANSWER FROM PLQ040}_x000D_
PLQ	PLQ050a	Question "How well {do/does} {you/NAME} . . ._x000D_ _x000D_ Speak English?”_x000D_ ----_x000D_ 1. Very well_x000D_ 2. Pretty well_x000D_ 3. Not very well_x000D_ 4. Not well at all_x000D_

PLQ	PLQ050b	Question "Read English?"_x000D_ ----_x000D_ 1. Very well_x000D_ 2. Pretty well_x000D_ 3. Not very well_x000D_ 4. Not well at all_x000D_
PLQ	PLQ050c	Question "Write English?"_x000D_ ----_x000D_ 1. Very well_x000D_ 2. Pretty well_x000D_ 3. Not very well_x000D_ 4. Not well at all_x000D_
PLQ	PLQ050d	Question "Understand someone speaking English?"_x000D_ ----_x000D_ 1. Very well_x000D_ 2. Pretty well_x000D_ 3. Not very well_x000D_ 4. Not well at all_x000D_
PLQ	PLQ060	Question "What is the primary language spoken in your home?"_x000D_ ----_x000D_ 1. English_x000D_ 2. Two or more languages are spoken the same amount_x000D_ 3. {Spanish}_x000D_ 4. {A European language other than Spanish such as French, German, or Russian}_x000D_ 5. {A Chinese language or dialect}_x000D_ 6. {A Filipino language}_x000D_ 7. {A Southeast Asian language such as Vietnamese, Thai, or Khmer}_x000D_ 8. {A South Asian language such as Hindi or Tamil}_x000D_ 9. {Another Asian language such as Japanese or Korean}_x000D_ 10. {A Middle Eastern language such as Arabic or Farsi}_x000D_ 11. {An African language such as Swahili or Amharic}_x000D_ 12. {OTHER SPECIFY ANSWER FROM PLQ040}_x000D_

PLQ	PLQ060b	Question "You mentioned that two or more languages are spoken equally at home. What are these languages?_x000D_ _x000D_ Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category."_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 0. English_x000D_ 1. {Spanish}_x000D_ 2. {A Eurpoean language other than Spanish such as French, German, or Russian}_x000D_ 3. {A Chinese language or dialect}_x000D_ 4. {A Filipino language}_x000D_ 5. {A Southeast Asian language such as Vietnamese, Thai, or Khmer}_x000D_ 6. {A South Asian language such as Hindi or Tamil}_x000D_ 7. {Another Asian language such as Japanese or Korean}_x000D_ 8. {A Middle Eastern language such as Arabic or Farsi}_x000D_ 9. {An African language such as Swahili or Amharic}_x000D_ 10. {OTHER SPECIFY ANSWER FROM PLQ040}_x000D_
PLQ	PLQ083	Question "How often {do/does} {{you/{NAME} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? _x000D_ _x000D_ {In other words, in general how often {do/does} {you/{NAME}} use all languages, other than English, in speaking to {CHILD}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
PLQ	PLQ090	Question "How often does {CHILD}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? _x000D_ _x000D_ {In other words, in general how often {do/does} {CHILD}} use all languages, other than English, in speaking to {you/{NAME}}?}"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

HEQ	HEQ010a	Question "Now we would like to ask about {CHILD}'s activities with family members._x000D_ _x000D_ In a typical week, how often do you or any other family members do the following things with {CHILD}? _x000D_ _x000D_ Tell stories to {CHILD}"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ010b	Question "Sing songs with {CHILD}"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ010c	Question "Help {CHILD} to do arts and crafts"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ010d	Question "Involve {CHILD} in household chores, like cooking, cleaning, setting the table, or caring for pets"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ010e	Question "In a typical week, how often do you or any other family members do the following things with {CHILD}? _x000D_ _x000D_ Play games or do puzzles with {CHILD}"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_

HEQ	HEQ010f	Question "Talk about nature or do science projects with {CHILD}"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ010g	Question "Build something or play with construction toys with {CHILD}"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ010h	Question "Play a sport or exercise together"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ010i	Question "Practice reading, writing, or working with numbers"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ020	Question "How often do you or other family members use a language other than English when doing any of the activities listed in the previous questions, such as {telling stories{,} {and}/singing songs{,} {and}/helping with arts and crafts{,} {and}/doing chores/playing games or doing puzzles{,} {and}/talking about nature or doing science projects{,} {and}/building{,} {and}/playing a sport or exercising{,} {and}/practicing reading, writing, or working with numbers}?"_x000D_ ----_x000D_ 1. Always_x000D_ 2. Most of the time_x000D_ 3. Sometimes_x000D_ 4. Never_x000D_

HEQ	HEQ030	Question "In a typical week, how often do you or any other family members read books to {CHILD}?" _x000D_ _x000D_ InstResp "Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by him or herself. Please include reading of books in any language."_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ035	Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3-6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ036	Question "Generally, how long is {CHILD} read to at each of these times?"_x000D_ _x000D_ InstResp "Please include reading in any language."_x000D_ _x000D_ Pre-unit "Minutes:"_x000D_ _x000D_ Watermark “Enter minutes”
HEQ	HEQ036a	Question "How often… _x000D_ _x000D_ Does {CHILD} start talking about a story you are reading together or something it has reminded {him/her} of?"_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_ 6. Almost always_x000D_
HEQ	HEQ036b	Question "Do you spend time talking about the pictures when you and {CHILD} are reading books with pictures?"_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_ 6. Almost always_x000D_

HEQ	HEQ036c	Question "Do you and {CHILD} talk about a book you read sometime in the past?"_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_ 6. Almost always_x000D_
HEQ	HEQ040	Question "About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children."_x000D_ _x000D_ InstResp "Include all children's books that are borrowed or from the library, as well as electronic or eBooks, and those that may be shared with siblings."_x000D_ _x000D_ Watermark "Enter number of books"
HEQ	HEQ045	Question "{Is this book in English or {{NON-ENGLISH LANGUAGE/ a language other than English}/Are these books in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or is one in English and the other in {{NON-ENGLISH LANGUAGE}/a language other than English}/Are these books mainly in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or are there about the same number of books in English as in {{NON-ENGLISH LANGUAGE}/another language}?"_x000D_ ----_x000D_ 1. English_x000D_ 2. {{NON-ENGLISH LANGUAGE}/A language other than English}_x000D_ 3. {Same number in English and {{NON-ENGLISH LANGUAGE}/a language other than English}}_x000D_
HEQ	HEQ060	Question "Now, please think about the past week. How often did {CHILD}... _x000D_ _x000D_ Look at picture books outside of school? "_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ070	Question "Read or pretend to read to {himself/herself} or to others outside of school?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_

CCQ	CCQ005	Question "Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or back-up care providers." _x000D_ _x000D_ InstResp “Press Next to continue.”
CCQ	CCQ010	Question "Is {CHILD} now receiving care from a relative on a regular basis including care provided before or after school? This may include care provided by grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s {parents/guardians}}. _x000D_ _x000D_ InstResp “Do not include care from parents or guardians, even if they do not live with {CHILD}.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ015	Question "Has {CHILD} ever received care from a relative on a regular basis?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ020a	Question "How old was {CHILD} in years and months when {he/she} first received care from any relative on a regular basis?"_x000D_ _x000D_ InstRsp "For babies less than 1 year old, enter 0 years." _x000D_ _x000D_ Watermark “Enter age in years”
CCQ	CCQ020b	InstRsp "For babies less than 1 month old, enter 0 months." _x000D_ _x000D_ Watermark “Enter age in months”
CCQ	CCQ025	Question "Did {CHILD} receive care from a relative on a regular basis the year before {he/she} started kindergarten? _x000D_ _x000D_ InstResp “This means anytime in the year before {CHILD} entered kindergarten.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ030	Question "How many different regular care arrangements did you have with relatives for {CHILD}'s care in the year before {he/she} started kindergarten?" _x000D_ _x000D_ InstResp "Please do not include care from a parent or guardian who lived in the home or elsewhere."_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_
CCQ	CCQ035	Question "{For the next few questions please think about the relative who provided the most care for {CHILD} the year before {he/she} started kindergarten.} Was that care provided in your home or in another home?"_x000D_ ----_x000D_ 1. Own home_x000D_ 2. Other home_x000D_ 3. Both/Varied_x000D_
CCQ	CCQ040	Question "How many days each week did {CHILD} receive care from this relative the year before {he/she} started kindergarten?"_x000D_ _x000D_ InstResp "If the schedule changed, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark “Days per week”
CCQ	CCQ045	Question "How many hours each week did {CHILD} receive care from this relative the year before {he/she} started kindergarten?"_x000D_ _x000D_ InstResp “Please round to the nearest hour. _x000D_ _x000D_ If the schedule changed, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark “Hours per week”
CCQ	CCQ050	Question "For how long did {CHILD} receive care from this relative the year before {he/she} started kindergarten?"_x000D_ ----_x000D_ 1. Less than a month_x000D_ 2. One to two months_x000D_ 3. Three to five months_x000D_ 4. Six to eight months_x000D_ 5. Nine to eleven months_x000D_ 6. Twelve months_x000D_

CCQ	CCQ050b	Question "What language did this relative speak most when caring for {CHILD}?"_x000D_ ----_x000D_ 0. English_x000D_ 1. Spanish_x000D_ 2. A European language other than Spanish such as French, German, or Russian_x000D_ 3. A Chinese language or dialect_x000D_ 4. A Filipino language_x000D_ 5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_ 6. A South Asian language such as Hindi or Tamil_x000D_ 7. Another Asian language such as Japanese or Korean_x000D_ 8. A Middle Eastern language such as Arabic or Farsi_x000D_ 9. An African language such as Swahili or Amharic_x000D_ 91. Other language(s) (Please specify):_x000D_
CCQ	CCQ050bOS	
CCQ	CCQ050c	Question "Was this relative 18 years of age or older at the time he or she cared for {CHILD}?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ051	Question “Head Start is a federally sponsored preschool program primarily for children from low-income families. {Was the regular care arrangement that {CHILD} had with a relative/Were any of the regular care arrangements that {CHILD} had with relatives} in the year before kindergarten Head Start?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ052	Question "Was the relative who provided the most care for {CHILD} in the year before kindergarten providing the care as part of a Head Start program?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ053	Question "How many days each week did {CHILD} receive care in the year before kindergarten from a relative in Head Start?" _x000D_ _x000D_ InstResp “If the schedule changed, answer based on the schedule kept most often.”_x000D_ _x000D_ Watermark “Days per week”
CCQ	CCQ054	Question "How many hours each week did {CHILD} receive care in the year before kindergarten from this relative in Head Start?"_x000D_ _x000D_ InstResp “Please round to the nearest hour._x000D_ _x000D_ If the schedule changed, answer based on the schedule kept most often.”_x000D_ _x000D_ Watermark “Hours per week”
CCQ	CCQ060	Question "{Next, we have questions about your current care arrangements with relatives.} How many different regular care arrangements do you currently have with relatives?”_x000D_ _x000D_ InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere.”_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_
CCQ	CCQ065	Question "{We'd like to know more about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?" _x000D_ _x000D_ InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere.”_x000D_ ----_x000D_ 1. Grandparent_x000D_ 2. Aunt_x000D_ 3. Uncle_x000D_ 4. Brother_x000D_ 5. Sister_x000D_ 6. Another relative_x000D_

CCQ	CCQ066	Question "Is {{CHILD}'s {RELATIVE}/ that relative} 18 years of age or older?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ070	Question "Is the care provided by {{CHILD}'s {RELATIVE}/ that relative} in your home or another home?"_x000D_ ----_x000D_ 1. Own home_x000D_ 2. Other home_x000D_ 3. Both/Varied_x000D_
CCQ	CCQ075	Question "Does {CHILD} receive that care before school, after school, or on weekends?" _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Before school_x000D_ 2. After school_x000D_ 3. Weekends_x000D_
CCQ	CCQ085	Question "How many days each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?"_x000D_ _x000D_ InstResp "If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Days per week"
CCQ	CCQ090	Question "How many hours each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?"_x000D_ _x000D_ InstResp "Please round to the nearest hour._x000D_ _x000D_ If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ092	Question "Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}/that relative}, paid either by you or someone else?"_x000D_ _x000D_ InstResp "Please only think about the relative who provides the most care for {CHILD}."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ093	Question "Do any of the following people or organizations help to pay for {{his/her} {RELATIVE}/that relative} to care for {CHILD}?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_ 2. Temporary Assistance for Needy Families, or TANF_x000D_ 3. Another social service or welfare agency_x000D_ 4. An employer_x000D_ 5. No one else helps to pay for this_x000D_ 91. Someone else (Please specify):_x000D_
CCQ	CCQ093OS	
CCQ	CCQ094	Question "How much does your household pay for {CHILD}’s {RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?”_x000D_ _x000D_ InstrResp “Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc. in the next question."_x000D_ _x000D_ Pre-unit "Dollars:"_x000D_ _x000D_ Watermark “Enter number”
CCQ	CCQ095	Pre-unit "Unit:"_x000D_ ----_x000D_ 1. Per hour?_x000D_ 2. Per day?_x000D_ 3. Per week?_x000D_ 4. Every two weeks?_x000D_ 5. Per month?_x000D_ 6. Per year?_x000D_ 91. Other (Please specify):_x000D_
CCQ	CCQ095OS	
CCQ	CCQ096	Question "How many children is this amount for, including {CHILD}?”_x000D_ ----_x000D_ 1. {CHILD} only_x000D_ 2. {CHILD} + 1 more (2 total)_x000D_ 3. {CHILD} + 2 more (3 total)_x000D_ 4. {CHILD} + 3 or more (4 or more total)_x000D_

CCQ	CCQ110	Question "You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many hours each week does {CHILD} receive care from {these/this} other {relatives/relative}?" _x000D_ _x000D_ InstResp "Please round to the nearest hour."_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ115	Question "{Now we'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.} "_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ120	Question "Has {CHILD} ever received care in a private home from a nonrelative on a regular basis?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ125a	Question "How old was {CHILD} in years and months when {he/she} first received regular care in a private home from any nonrelative?"_x000D_ _x000D_ InstRsp "For babies less than 1 year old, enter 0 years." _x000D_ _x000D_ Watermark: "Enter Years"
CCQ	CCQ125b	InstRsp "For babies less than 1 month old, enter 0 months." _x000D_ _x000D_ Watermark: "Enter months"
CCQ	CCQ130	Question "Did {CHILD} receive care from a nonrelative on a regular basis the year before {he/she} started kindergarten? "_x000D_ _x000D_ InstResp "This means anytime in the year before this child entered kindergarten."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ135	Question "How many different regular care arrangements did you have with nonrelatives for {CHILD}'s care the year before {he/she} started kindergarten?"_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_
CCQ	CCQ140	Question "For the next few questions please think about the nonrelative who provided the most care for {CHILD} the year before {he/she} started kindergarten. Was that care provided in your home or in another home? "_x000D_ ----_x000D_ 1. Own home_x000D_ 2. Other home_x000D_ 3. Both/Varied_x000D_
CCQ	CCQ145	Question "How many days each week did {CHILD} receive care from this nonrelative the year before {he/she} started kindergarten?"_x000D_ _x000D_ InstResp "If the schedule changed, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Days per week"
CCQ	CCQ150	Question "How many hours each week did {CHILD} receive care from this nonrelative the year before {he/she} started kindergarten?"_x000D_ _x000D_ InstResp "Please round to the nearest hour. _x000D_ _x000D_ If the schedule changed, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ155	Question "For how long did {CHILD} receive care from the nonrelative the year before {he/she} started kindergarten?"_x000D_ ----_x000D_ 1. Less than a month_x000D_ 2. One to two months_x000D_ 3. Three to five months_x000D_ 4. Six to eight months_x000D_ 5. Nine to eleven months_x000D_ 6. Twelve months_x000D_

CCQ	CCQ155b	Question "What language did {CHILD}'s nonrelative speak most when caring for {CHILD}?"_x000D_ ----_x000D_ 0. English_x000D_ 1. Spanish_x000D_ 2. A European language other than Spanish such as French, German, or Russian_x000D_ 3. A Chinese language or dialect_x000D_ 4. A Filipino language_x000D_ 5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_ 6. A South Asian language such as Hindi or Tamil_x000D_ 7. Another Asian language such as Japanese or Korean_x000D_ 8. A Middle Eastern language such as Arabic or Farsi_x000D_ 9. An African language such as Swahili or Amharic_x000D_ 91. Other language(s) (Please specify):_x000D_
CCQ	CCQ155bOS	
CCQ	CCQ155c	Question "Was this nonrelative 18 years of age or older at the time he or she cared for {CHILD}?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ161	{Head Start is a federally sponsored preschool program primarily for children from low-income families.} {Was the regular care arrangement that {CHILD} had with a nonrelative /Were any of the regular care arrangements that {CHILD} had with nonrelatives} in the year before kindergarten Head Start ?_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ162	Question "Was the nonrelative who provided the most care for {CHILD} the year before kindergarten providing the care as part of a Head Start program?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ163	Question "How many days each week did {CHILD} receive care in the year before kindergarten from a nonrelative in Head Start?" _x000D_ _x000D_ InstResp “If the schedule changed, answer based on the schedule kept most often.”_x000D_ _x000D_ Watermark “Enter days”
CCQ	CCQ164	Question "How many hours each week does {CHILD} receive care in the year before kindergarten from a nonrelative in Head Start?"_x000D_ _x000D_ InstResp “Please round to the nearest hour._x000D_ _x000D_ If the schedule changed, answer based on the schedule kept most often.”_x000D_ _x000D_ Watermark “Hours per week”
CCQ	CCQ165	Question "{Next, we have questions about your current care arrangements with nonrelatives.} How many different regular care arrangements do you currently have with nonrelatives?”_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_
CCQ	CCQ166	Question "{We’d like to know more about the nonrelative who provides the most care for {CHILD} now.} Is this person 18 years of age or older?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ170	Question "Is that care provided in your home or another home?”_x000D_ ----_x000D_ 1. Own home_x000D_ 2. Other home_x000D_ 3. Both/Varied_x000D_
CCQ	CCQ175	Question "Does {CHILD} receive that care before school, after school, or on weekends?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Before school_x000D_ 2. After school_x000D_ 3. Weekends_x000D_

CCQ	CCQ185	Question "How many days each week does {CHILD} receive care from that person?"_x000D_ _x000D_ InstResp "If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Days per week"
CCQ	CCQ190	Question "How many hours each week does {CHILD} receive care from that person? _x000D_ Hours:"_x000D_ _x000D_ InstResp "Please round to the nearest hour._x000D_ _x000D_ If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ192	Question "Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or someone else?"_x000D_ _x000D_ InstResp "Please only think about the nonrelative who provides the most care for {CHILD}."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ193	Question "Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_ 2. Temporary Assistance for Needy Families, or TANF_x000D_ 3. Another social service or welfare agency_x000D_ 4. An employer_x000D_ 5. No one else helps to pay for this_x000D_ 91. Someone else (Please specify):_x000D_
CCQ	CCQ193OS	

CCQ	CCQ194	Question "How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?"_x000D_ _x000D_ InstrResp "Round to the nearest dollar. Enter the amount you pay here and whether that is per hour, per week, etc."_x000D_ _x000D_ Pre-unit "Dollars:"_x000D_ _x000D_ Watermark "Enter number"
CCQ	CCQ195	Pre-unit "Unit:"_x000D_ ----_x000D_ 1. Per hour?_x000D_ 2. Per day?_x000D_ 3. Per week?_x000D_ 4. Every two weeks?_x000D_ 5. Per month?_x000D_ 6. Per year?_x000D_ 91. Other (Please specify):_x000D_
CCQ	CCQ195OS	
CCQ	CCQ196	Question "How many children is this amount for, including {CHILD}?"_x000D_ ----_x000D_ 1. {CHILD} only_x000D_ 2. {CHILD} + 1 more (2 total)_x000D_ 3. {CHILD} + 2 more (3 total)_x000D_ 4. {CHILD} + 3 or more (4 or more total)_x000D_
CCQ	CCQ205	Question "You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis in a private home. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?"_x000D_ _x000D_ InstrResp "Please round to the nearest hour."_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"

CCQ	CCQ260	Question "{The next questions are about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ265	Question "Has {CHILD} ever attended a day care center, nursery school, preschool, prekindergarten, or before- or after-school program at a school or in a center on a regular basis?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ275a	Question "How old was {CHILD} in years and months when {he/she} first attended any day care center, nursery school, preschool, prekindergarten, or before- or after-school program on a regular basis? " _x000D_ _x000D_ InstResp "For babies less than 1 year old, enter 0 years." _x000D_ _x000D_ Watermark: “Enter years”
CCQ	CCQ275b	InstRsp "For babies less than 1 month old, enter 0 months." _x000D_ _x000D_ Watermark “Enter months”
CCQ	CCQ280	Question "Did {CHILD} attend a day care center, nursery school, preschool or prekindergarten program on a regular basis the year before {he/she} started kindergarten?” _x000D_ _x000D_ InstResp “This means anytime in the year before this child entered kindergarten.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ285	Question "How many different day care centers, nursery schools, preschools, or prekindergarten programs did {CHILD} attend on a regular basis the year before {he/she} started kindergarten?”_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_

CCQ	CCQ287	Question "{Was the day care center, nursery school, preschool, or prekindergarten program/Were any of the day care centers, nursery schools, preschools, or prekindergarten programs} a state-sponsored preschool or state sponsored prekindergarten program?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ300	Question "For the next few questions please think about the program that {CHILD} attended most the year before {he/she} started kindergarten." _x000D_ _x000D_ InstResp "This means anytime in the year before {CHILD} entered kindergarten. _x000D_ _x000D_ Press NEXT to continue."
CCQ	CCQ301	Question "Where was the program that {CHILD} attended {most} located? For example, was it in its own building, a school, in a church or synagogue, or some other place?"_x000D_ ----_x000D_ 1. Its own building_x000D_ 2. A public elementary, junior high, or high school_x000D_ 3. A private elementary, junior high, or high school_x000D_ 4. A college or university_x000D_ 5. A church, mosque, synagogue, or other place of worship_x000D_ 6. Your home_x000D_ 7. Another home_x000D_ 8. A community center_x000D_ 9. A public library_x000D_ 10. A building or storefront that shares walls with other businesses_x000D_ 11. More than one place_x000D_ 12. Some other place_x000D_
CCQ	CCQ303	Question "Was that program located in the school where {CHILD} now attends kindergarten?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ305	Question "How many days each week did {CHILD} go to that program?" _x000D_ _x000D_ InstResp "If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."_x000D_ _x000D_ Watermark "Days per week"

CCQ	CCQ310	Question "How many hours each week did {CHILD} go to that program?" _x000D_ _x000D_ InstResp "Please round to the nearest hour. _x000D_ _x000D_ If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."_x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ315	Question "For how long did {CHILD} receive care at that program the year before {he/she} started kindergarten? "_x000D_ ----_x000D_ 1. Less than a month_x000D_ 2. One to two months_x000D_ 3. Three to five months_x000D_ 4. Six to eight months_x000D_ 5. Nine to twelve months_x000D_
CCQ	CCQ320	Question "What language did {CHILD}'s main care provider or teacher at that program speak most when caring for {CHILD}?"_x000D_ ----_x000D_ 0. English_x000D_ 1. Spanish_x000D_ 2. A European language other than Spanish such as French, German, or Russian_x000D_ 3. A Chinese language or dialect_x000D_ 4. A Filipino language_x000D_ 5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_ 6. A South Asian language such as Hindi or Tamil_x000D_ 7. Another Asian language such as Japanese or Korean_x000D_ 8. A Middle Eastern language such as Arabic or Farsi_x000D_ 9. An African language such as Swahili or Amharic_x000D_ 91. Other language(s) (Please specify):_x000D_
CCQ	CCQ320OS	

CCQ	CCQ321	Question "{Head Start is a federally sponsored preschool program primarily for children from low-income families.} {Was/Were any of } {CHILD}'s care arrangement{s} in a day care center, nursery school, preschool, or prekindergarten program in the year before kindergarten Head Start?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ322	Question "Was the care arrangement in a day care center, nursery school, preschool, or prekindergarten program that provided the most care for {CHILD} the year before kindergarten providing the care as part of a Head Start program?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ323	Question "How many days each week did {CHILD} receive care in the year before kindergarten from Head Start?" _x000D_ _x000D_ InstResp "If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."_x000D_ _x000D_ Watermark "Enter days"
CCQ	CCQ324	Question "How many hours each week does {CHILD} receive care in the year before kindergarten from Head Start?"_x000D_ _x000D_ InstResp "Please round to the nearest hour._x000D_ _x000D_ If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."_x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ325	Question "{Let's talk about your current care arrangements with day care centers or before or after school programs.} How many different day care centers or before- or after-school care programs does {CHILD} currently go to on a regular basis? "_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_

CCQ	CCQ330	Question "{The next questions are about the program where {CHILD} spends the most time now.} Is that program located in the school where {CHILD} attends kindergarten?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ335	Question "Does {CHILD} go to that program before school, after school, or on weekends?" _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Before school_x000D_ 2. After school_x000D_ 3. Weekends_x000D_
CCQ	CCQ350	Question "How many days each week does {CHILD} go to that program?"_x000D_ _x000D_ InstResp "If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. _x000D_ _x000D_ If the schedule changes, answer for the arrangement where the most time is spent."_x000D_ _x000D_ Days:"_x000D_ _x000D_ Watermark "Days per week"
CCQ	CCQ355	Question "Other than regular school hours, how many hours each week does {CHILD} go to that program?"_x000D_ _x000D_ InstResp "Please round to the nearest hour." _x000D_ _x000D_ If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. _x000D_ _x000D_ If the schedule changes, answer for the arrangement where the most time is spent." _x000D_ _x000D_ Pre-unit "Hours:" _x000D_ _x000D_ Watermark "Hours per week"

CCQ	CCQ365	Question "Is there any charge or fee for that program, paid either by you or someone else?"_x000D_ _x000D_ InstResp "Please only think about the program that provides the most care for {CHILD}."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ370	Question "Do any of the following people or organizations help to pay for {CHILD} to go to that program?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_ 2. Temporary Assistance for Needy Families, or TANF_x000D_ 3. Another social service or welfare agency_x000D_ 4. An employer_x000D_ 5. No one else helps to pay for this_x000D_ 91. Someone else (Please specify):_x000D_
CCQ	CCQ370OS	
CCQ	CCQ371	Question "How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?"_x000D_ _x000D_ InstrResp "Round to the nearest dollar. Enter the amount you pay here and whether that is per hour, per week, etc. in the next question."_x000D_ _x000D_ Pre-unit "Dollars:"_x000D_ _x000D_ Watermark "Enter number"
CCQ	CCQ372	Pre-unit "Unit:"_x000D_ ----_x000D_ 1. Per hour?_x000D_ 2. Per day?_x000D_ 3. Per week?_x000D_ 4. Every two weeks?_x000D_ 5. Per month?_x000D_ 6. Per year?_x000D_ 91. Other (Please specify):_x000D_
CCQ	CCQ372OS	

CCQ	CCQ373	Question "How many children is this amount for, including {CHILD}?"_x000D_ ----_x000D_ 1. {CHILD} only_x000D_ 2. {CHILD} + 1 more (2 total)_x000D_ 3. {CHILD} + 2 more (3 total)_x000D_ 4. {CHILD} + 3 or more (4 or more total)_x000D_
CCQ	CCQ375	Question "You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?"_x000D_ _x000D_ InstResp "Please round to the nearest hour."_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"
CHQ	CHQ005	Question "Now we have some questions about {CHILD}'s health. How much did {CHILD} weigh when {he/she} was born?"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in pounds_x000D_ 2. Answer in grams_x000D_
CHQ	CHQ006a	Question "Please answer how much {CHILD} weighed when {he/she} was born in pounds and ounces."_x000D_ _x000D_ Pre-unit "Pounds:"_x000D_ _x000D_ Watermark: "Enter pounds"_x000D_ _x000D_ SaVisible "True"
CHQ	CHQ006b	Question "and"_x000D_ _x000D_ Pre-unit "Ounces:"_x000D_ _x000D_ Watermark: "Enter ounces" _x000D_ _x000D_ SaVisible "True"

CHQ	CHQ007	Question "Please answer how much {CHILD} weighed when {he/she} was born in grams._x000D_ _x000D_ “Pre-unit “Grams:”_x000D_ _x000D_ Watermark: “Enter grams”_x000D_ _x000D_ SaVisible "True"
CHQ	CHQ010	Question: “When {he/she} was born, did {CHILD} weigh more than 5 and a half pounds?”_x000D_ _x000D_ InstResp: “5 and a half pounds means 5 pounds and 8 ounces. If {CHILD} was weighed in grams, 5 and a half pounds is 2,495 grams. Your best guess is fine.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ015	Question: “Did {he/she} weigh more than 3 pounds?”_x000D_ _x000D_ InstResp: “3 pounds is 1,361 grams. Your best guess is fine.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ016	Question "Did {he/she} weigh more than 10 pounds?”_x000D_ _x000D_ InstResp: “10 pounds is 4,536 grams. Your best guess is fine.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ025	Question "Was {CHILD} born more than two weeks before {he/she} was due?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ030a	Question "How many days or weeks early was {he/she}?”_x000D_ ----_x000D_ 1. Answer in weeks_x000D_ 2. Answer in days_x000D_

CHQ	CHQ030b	Question “How many weeks early was {he/she}?_x000D_ _x000D_ Weeks:”_x000D_ _x000D_ Watermark: “Enter weeks”
CHQ	CHQ030c	Question “How many days early was {he/she}?_x000D_ _x000D_ Days:”_x000D_ _x000D_ Watermark: “Enter days”
CHQ	CHQ031	Question "Was {CHILD} ever breastfed or fed breast milk?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ032a	Question "How old was {CHILD} when {he/she} completely stopped breastfeeding or being fed breast milk?”_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ 3. {CHILD} is still breastfeeding_x000D_
CHQ	CHQ032b	Question “How old was {CHILD} in months when {he/she} completely stopped breastfeeding or being fed breast milk?_x000D_ _x000D_ Months:”_x000D_ _x000D_ Watermark: “Enter age in months”
CHQ	CHQ032c	Question “How old was {CHILD} in years when {he/she} completely stopped breastfeeding or being fed breast milk?_x000D_ _x000D_ Years:”_x000D_ _x000D_ Watermark: “Enter age in years”
CHQ	CHQ033	Question " How old was {CHILD} when {he/she} completely stopped breastfeeding or being fed breast milk?”_x000D_ ----_x000D_ 1. 0 to 3 months_x000D_ 2. 4 to 6 months_x000D_ 3. 7 to 9 months_x000D_ 4. 10 to 12 months_x000D_ 5. 13 to 15 months_x000D_ 6. 16 to 18 months_x000D_ 7. Over 18 months_x000D_

CHQ	CHQ035	Question "Was {CHILD} a twin, triplet, or other child born as part of a multiple birth?"_x000D_ _x000D_ InstResp: For twins, triplets, and other multiple births, please answer for how many children were born together even if one or more were stillborn or did not survive._x000D_ ----_x000D_ 1. No_x000D_ 2. Yes, a twin_x000D_ 3. Yes, a triplet_x000D_ 4. Yes, a multiple birth with four or more babies_x000D_
CHQ	CHQ070a	Question “Were {CHILD} and {his/her} twin identical twins or fraternal (non-identical) twins?”_x000D_ ----_x000D_ 1. Identical_x000D_ 2. Fraternal_x000D_
CHQ	CHQ070b	Question “Was {CHILD} identical to any of the other children born with {CHILD}?_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ085	Question "Were there any complications in {CHILD}'s birth or delivery?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ090	Question "What were the complications?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. The mother had fever (more than 100.4 degrees F. or 38 degrees C.)_x000D_ 2. The baby had fever (more than 100.4 degrees F. or 38 degrees C.)_x000D_ 3. Meconium (baby's fecal matter) was moderate or heavy_x000D_ 4. Premature rupture of membrane (the amniotic sac broke more than 12 hours before labor)_x000D_ 5. Aruptio placenta (the placenta lining separated from uterus)_x000D_ 6. Placenta previa (the placenta covered all or part of the opening to the cervix)_x000D_ 7. Other excessive bleeding_x000D_ 8. Seizures during labor_x000D_ 9. Precipitous labor (rapid or fast labor, less than 3 hours)_x000D_ 10. Prolonged labor (labor for more than 20 hours)_x000D_ 11. Dysfunctional labor (did not go forward in a normal pattern of labor)_x000D_ 12. Breech/malpresentation (baby's feet came out first)_x000D_ 13. Cephalopelvic disproportion (the baby's head or body was too large for the mother's pelvis)_x000D_ 14. Cord prolapse (the umbilical cord dropped through the mother's cervix ahead of the baby)_x000D_ 15. Anesthesia complications (for example, problems with pain medication, an epidural, or general anesthesia)_x000D_ 16. Fetal distress_x000D_ 91. Other complication of labor and/or delivery_x000D_
CHQ	CHQ091	Question "Did {CHILD} receive any newborn care in an intensive care unit, premature nursery, or any other type of special care facility? "_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ092	Question "Before {CHILD} turned 3, did {he/she} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?"_x000D_ _x000D_ InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3)."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ092a	Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"_x000D_ _x000D_ InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3).”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ093	Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"_x000D_ _x000D_ InstResp “An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ093a	Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"_x000D_ _x000D_ InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ094	Question "Has {CHILD} ever received any services through a 504 plan?"_x000D_ _x000D_ InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ094a	Question "Is {CHILD} currently receiving any services through a 504 plan?"_x000D_ _x000D_ InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ095	Question "Has {CHILD} ever had an ear infection?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ096	Question "Has {CHILD} ever had an ear ache?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ100a	Question "How old was {CHILD} when {he/she} had {his/her} first {ear infection/ear ache}?_x000D_ _x000D_ Years:"_x000D_ _x000D_ Watermark “Enter age in years”
CHQ	CHQ100b	Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter age in months”
CHQ	CHQ101	Question "Was {CHILD} less than 2 years old when {he/she} had {his/her} first {ear infection/ear ache }? "_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ105	Question "Before 2 years, or 24 months of age, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?"_x000D_ _x000D_ Times:"_x000D_ _x000D_ Watermark "Enter number of times"

CHQ	CHQ110	Question "Before 2 years, or 24 months of age, how were {CHILD}'s {ear infections/ear aches} treated by your doctor, nurse, or other medical professional?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. No treatment (watch and wait)_x000D_ 2. Decongestants, antihistamines, or allergy medicine_x000D_ 3. Antibiotics_x000D_ 4. Ear tubes were put into {CHILD}'s ears_x000D_ 5. Analgesics (for example, fever reducer or pain reliever)_x000D_ 6. Ear drops_x000D_ 7. Flushing the ear, irrigation, or taking out ear wax_x000D_ 8. Took out tonsils or adenoids_x000D_ 9. Chiropractic treatments_x000D_ 10. {CHILD} did not go to a doctor, nurse, or other medical professional_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ110OS	
CHQ	CHQ115a	Question "How old was {CHILD} when {he/she} first had surgery to place ear tubes in {his/her} ears to treat ear infections?_x000D_ _x000D_ Years:"_x000D_ _x000D_ Watermark "Enter age in years"
CHQ	CHQ115b	Pre-unit "Months:"_x000D_ _x000D_ Watermark "Enter age in months"
CHQ	CHQ120	Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} had surgery to place tubes in {his/her} ears?" _x000D_ _x000D_ InstResp "Please consider all surgeries if {CHILD} had more than one to place ear tubes before {he/she} turned 2."_x000D_ ----_x000D_ 1. Right ear_x000D_ 2. Left ear_x000D_ 3. Both ears_x000D_

CHQ	CHQ125	Question "{Before 2 years, or 24 months of age, how many {other} times do you think {CHILD} had an {ear infection/earache} for which you did not seek medical treatment?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once_x000D_ 3. Twice_x000D_ 4. 3 to 5 times_x000D_ 5. 6 or more times_x000D_
CHQ	CHQ130	Question "Before 2 years, or 24 months of age, did {CHILD} ever have 3 or more {ear infections/ear aches} in a 12 month time period?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ135	Question "After {CHILD}'s second birthday (24 months or older) but before the start of this school year, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?_x000D_ _x000D_ Times:"_x000D_ _x000D_ Watermark "Enter number of times"
CHQ	CHQ140	Question "After {CHILD}'s second birthday (24 months or older), how were {CHILD}'s {ear infections/ear aches} treated by your doctor, nurse, or other medical professional?"_x000D_ ----_x000D_ 1. No treatment (watch and wait)_x000D_ 2. Decongestants, antihistamines, or allergy medicine_x000D_ 3. Antibiotics_x000D_ 4. Ear tubes were put into {CHILD}'s ears_x000D_ 5. Analgesics (for example, fever reducer or pain reliever)_x000D_ 6. Ear drops_x000D_ 7. Flushing the ear, irrigation, or taking out ear wax_x000D_ 8. Took out tonsils or adenoids_x000D_ 9. Chiropractic treatments_x000D_ 10. {CHILD} did not go to a doctor, nurse, or other medical professional_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ140OS	
CHQ	CHQ145a	Question "How old was {CHILD} when {he/she} first had surgery to place ear tubes in {his/her} ears to treat {ear infections/ear aches}?_x000D_ _x000D_ Years:"_x000D_ _x000D_ Watermark "Enter age in years"

CHQ	CHQ145b	Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter age in months”
CHQ	CHQ150	Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} had surgery to place tubes in {his/her} ears {after {his/her} second birthday, but before the start of this school year}?"_x000D_ ----_x000D_ 1. Right ear_x000D_ 2. Left ear_x000D_ 3. Both ears_x000D_
CHQ	CHQ155	Question "After {CHILD}’s second birthday (24 months or older) but before the start of this school year, how many {other} times do you think {CHILD} has had an {ear infection/earache} for which you did not seek medical treatment?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once_x000D_ 3. Twice_x000D_ 4. 3 to 5 times_x000D_ 5. 6 or more times_x000D_
CHQ	CHQ326	Question "After {CHILD}’s second birthday (24 months or older) but before the start of this school year, did {CHILD} ever have 3 or more {ear infections/ear aches} in a 12-month time period?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ330	Question "Would you say {CHILD}'s health is …”_x000D_ ----_x000D_ 1. Excellent,_x000D_ 2. Very good,_x000D_ 3. Good,_x000D_ 4. Fair, or_x000D_ 5. Poor?_x000D_
MHQ	MHQ010	Next are a few questions about marital history._x000D_ _x000D_ Please press the Next button to continue.
MHQ	MHQ020	Question "Are you legally married to {CHILD}'s biological {father/mother}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

MHQ	MHQ025a	Question "When did you get married?_x000D_ _x000D_ Month:”_x000D_ _x000D_ InstResp “Please answer for your current marriage.”_x000D_ _x000D_ Watermark “Enter the month”
MHQ	MHQ025b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
MHQ	MHQ030	Question "Are you and {CHILD}'s biological {father/mother} currently living together in a marriage like relationship?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ035a	Question "When did you and {CHILD}'s biological {father/mother} begin living together? _x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”
MHQ	MHQ035b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
MHQ	MHQ040	Question "Are you legally married to someone who is not {CHILD}'s biological {father/mother} at the present time?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ045	Question "Are you currently living in a marriage-like relationship with someone who is not {CHILD}'s biological {father/mother}?” _x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ050a	Question "When did your current marriage begin? _x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”

MHQ	MHQ050b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
MHQ	MHQ055a	Question “When did you and this person begin living together?_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”
MHQ	MHQ055b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
MHQ	MHQ060	Question "Are {CHILD}'s biological parents legally married?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ065a	Question "When did their marriage begin?_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”_x000D_ _x000D_ "Don't know"
MHQ	MHQ065b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”_x000D_ _x000D_ "Don't know"
MHQ	MHQ070	Question "Are {CHILD}'s biological parents currently living together in a marriage-like relationship?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

MHQ	MHQ075a	Question "When did {CHILD}'s biological parents begin living together?_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”_x000D_ _x000D_ SaVisible "True"_x000D_ _x000D_ "Don't know"
MHQ	MHQ075b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”_x000D_ _x000D_ "Don’t know"
MHQ	MHQ080	Question "Are you and {CHILD}'s biological parent legally married?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ085a	Question "When did you get married?_x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”
MHQ	MHQ085b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
MHQ	MHQ090	Question "Are you and {CHILD}'s biological parent living together in a marriage-like relationship?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ095a	Question "When did you first start living together?_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”
MHQ	MHQ095b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”

MHQ	MHQ100	Question "Are you legally married?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ105a	Question "When did you get married?_x000D_ _x000D_ Month:"_x000D_ _x000D_ Watermark "Enter the month"
MHQ	MHQ105b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
MHQ	MHQ110	Question "Are you living with someone in a marriage-like relationship?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ115a	Question "When did you begin living together?_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:"_x000D_ _x000D_ Watermark "Enter the month"
MHQ	MHQ115b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
MHQ	MHQ120	Question "{Next are a few question about {CHILD}'s biological parents. We understand that some of these questions may be difficult {for adoptive parents} to answer, however, these are standard questions we ask when a child does not live with {his/her} biological parents. Any information you can provide will be helpful.} To the best of your knowledge, are {CHILD}'s biological parents currently legally married to each other?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. The {biological/adoptive} {mother/father} is not known_x000D_
MHQ	MHQ125	Question "{To the best of your knowledge,} {Have you/Has {CHILD}'s biological {mother/father}} EVER been married to {CHILD}'s biological {father/mother}?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

MHQ	MHQ130a	Question "To the best of your knowledge, when did that marriage begin?_x000D_ _x000D_ Month:"_x000D_ _x000D_ Watermark "Enter the month"
MHQ	MHQ130b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
MHQ	MHQ135	Question "To the best of your knowledge, did that marriage end in..."_x000D_ ----_x000D_ 1. Legal seperation?_x000D_ 2. Divorce?_x000D_ 3. Annulment?_x000D_ 4. Death?_x000D_ 5. They are still legally married_x000D_
MHQ	MHQ136a	Question "In what month and year did the marriage legally end?_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:"_x000D_ _x000D_ InstrResp "If still legally married but separated, enter date of separation."_x000D_ _x000D_ Watermark "Enter the month"
MHQ	MHQ136b	Pre-unit "Year:"_x000D_ _x000D_ InstrResp "If still legally married but separated, enter date of separation."_x000D_ _x000D_ Watermark "Enter the year"
MHQ	MHQ145a	Question "To the best of your knowledge, when did {CHILD} stop living in a household with at least one biological parent?_x000D_ _x000D_ Month:"_x000D_ _x000D_ Watermark "Enter the month"
MHQ	MHQ145b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
MHQ	MHQ150	Question "To the best of your knowledge, since {CHILD} was born, have {you/{CHILD}'s biological {mother/father}} {and {CHILD}'s {other} biological {father/mother}} ever lived together in a marriage-like relationship?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

MHQ	MHQ155a	Question "To the best of your knowledge, when did {you/{CHILD}'s biological {mother/father}} {and {CHILD}'s biological {father/mother}} first live together in the same household?"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Month:"_x000D_ _x000D_ Watermark "Enter the month"
MHQ	MHQ155b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
MHQ	MHQ160a	Question " To the best of your knowledge, when did {you/{CHILD}'s biological {mother/father}} {and {CHILD}'s biological {father/mother}} last live together?"_x000D_ _x000D_ Month:"_x000D_ _x000D_ Watermark "Enter the month"
MHQ	MHQ160b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
MHQ	MHQ165	Question "How old {were you/was {CHILD}'s biological mother} when {you/she} had a child for the first time?"
MHQ	MHQ175	Question " {Were you/Was {CHILD}'s biological mother} married to anyone when {CHILD} was born?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
MHQ	MHQ180	Question "{Were you/Was {CHILD}'s biological mother} living in a marriage-like relationship with anyone when {CHILD} was born?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
HRQ	HRQ010	Question "Does {CHILD} have any biological or adoptive parents who are not currently living in your household?"_x000D_ _x000D_ InstrResp "Please include parents who are deceased."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

HRQ	HRQ015	Question 'Which biological or adoptive parent(s) are not currently living in your household?"_x000D_ _x000D_ InstrResp "Please include parents who are deceased._x000D_ _x000D_ Select all that apply."_x000D_ ----_x000D_ 1. Biological mother_x000D_ 2. Biological father_x000D_ 3. Adoptive mother_x000D_ 4. Adoptive father_x000D_
HRQ	HRQ030	We would like to ask a few questions about {CHILD}'s {biological/adoptive}{mother/father}. Is {CHILD}'s {biological/adoptive}{mother/father} currently living? _x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. The {biological/adoptive} {mother/father} is not known_x000D_
HRQ	HRQ040a	What {was/is/} {CHILD}'s biological {mother's/father's} date of birth?_x000D_ _x000D_ Month:"_x000D_ _x000D_ InstResp "Please enter only the month and year."_x000D_ _x000D_ Watermark "Enter the month"
HRQ	HRQ040b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
HRQ	HRQ060	Question "How old {is/was} {CHILD}'s biological {mother/father} {when {he/she} died}?_x000D_ _x000D_ Years:"_x000D_ _x000D_ Watermark "Enter age in years"
HRQ	HRQ080a	Question "What is {CHILD}'s biological {mother's/father's} date of death?"_x000D_ _x000D_ Pre-unit "Month:"_x000D_ _x000D_ InstResp "Please enter only the month and year."_x000D_ _x000D_ Watermark "Enter the month"

HRQ	HRQ080b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
HRQ	HRQ090	Question "{{Is/Was} {he/she} Hispanic or {Latino/Latina}?"_x000D_ _x000D_ InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
HRQ	HRQ100	Question "What {is/was} {his/her} race? You may name one or more races to indicate what {he/she} {considers/considered} {himself/herself} to be.”_x000D_ _x000D_ InstResp “For the purposes of this study, Hispanic origins are not races. _x000D_ _x000D_ Select all that apply.”_x000D_ ----_x000D_ 1. American Indian or Alaska Native_x000D_ 2. Asian_x000D_ 3. Black or African American_x000D_ 4. Native Hawaiian or other Pacific Islander_x000D_ 5. White_x000D_
HRQ	HRQ110	Question "To the best of your knowledge, {has/did} {CHILD} ever {lived/live} with {his/her} biological {mother/father}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. {Biological father died before {CHILD} was born.}_x000D_ 4. {Biological mother died before or when {CHILD} was born.}_x000D_
HRQ	HRQ120a	Question "When did {CHILD}'s {mother/father} last live in the same household as {CHILD}?_x000D_ _x000D_ Month:”_x000D_ _x000D_ Watermark “Enter the month”
HRQ	HRQ120b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”

NRQ	NRQ010	Question “The next questions are about {CHILD}'s contact with {his/her} parents who live outside the household. _x000D_ _x000D_ {We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.} _x000D_ _x000D_ Please press Next to continue.”
NRQ	NRQ040	Question “How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Less than one month_x000D_ 2. More than a month but less than a year_x000D_ 3. More than a year_x000D_ 4. No contact since birth_x000D_ 5. {Biological/Adoptive} {father/mother} is deceased_x000D_ 6. {CHILD} has had no contact with {his/her} {biological/adoptive} {father/mother} since adoption_x000D_ 7. {{CHILD} does not have an adoptive {mother/father}}_x000D_ 8. {CHILD}’s {biological/adoptive} {father/mother} is not known or was only a donor_x000D_
NRQ	NRQ123	Question “How many times have {CHILD} and {his/her} {biological/adoptive} {father/mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks? _x000D_ _x000D_ Pre-unit "Times:"_x000D_ _x000D_ Watermark "Number of times" _x000D_ _x000D_ SaVisible "True"
CFQ	CFQ010	Question "Now I have some questions about relationships {CHILD} may have with other people. Is there any person who is like a mother to {CHILD}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CFQ	CFQ020	Question “Who is this person?”_x000D_ _x000D_ InstResp: “Select all that apply.”_x000D_ ----_x000D_ 1. Grandmother_x000D_ 2. Biological mother_x000D_ 3. Stepmother_x000D_ 4. Adoptive mother_x000D_ 5. Foster mother_x000D_ 6. Your girlfriend or partner_x000D_ 7. Teacher or coach_x000D_ 8. Religious leader or clergy member_x000D_ 9. Aunt_x000D_ 10. {CHILD}'s sibling_x000D_ 11. Friend of the family_x000D_ 12. Babysitter, nanny, or caregiver_x000D_ 13. Other relative_x000D_ 14. Other nonrelative_x000D_
CFQ	CFQ030	Question "{Now I have some questions about relationships {CHILD} may have with other people.} Is there any person who is like a father to {CHILD}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CFQ	CFQ040	Question "Who is this person?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Grandfather_x000D_ 2. Biological father_x000D_ 3. Stepfather_x000D_ 4. Adoptive father_x000D_ 5. Foster father_x000D_ 6. Your boyfriend or partner_x000D_ 7. Teacher or coach_x000D_ 8. Religious leader or clergy member_x000D_ 9. Uncle_x000D_ 10. {CHILD}'s sibling_x000D_ 11. Friend of the family_x000D_ 12. Babysitter, nanny, or caregiver_x000D_ 13. Other relative_x000D_ 14. Other nonrelative_x000D_

CFQ	CFQ060	Question “Now we have some questions about {CHILD}’s grandparents. How many of {CHILD}’s grandparents are still living?” _x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 0. None_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. More than four_x000D_
CFQ	CFQ070	Question “How many grandparents would you say {CHILD} has a close relationship with?”_x000D_ ----_x000D_ 0. None_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. More than four_x000D_

PEQ	PEQ020	Question “{Now we would like to ask about the education of {CHILD}'s parent(s).}_x000D_ _x000D_ What is the highest grade or year of school or degree that {you/{NAME}}{CHILD}’s {biological/adoptive} {mother/father}} {have/had/has} completed?”_x000D_ ----_x000D_ 0. Never went to school_x000D_ 1. 1st grade_x000D_ 2. 2nd grade_x000D_ 3. 3rd grade_x000D_ 4. 4th grade_x000D_ 5. 5th grade_x000D_ 6. 6th grade_x000D_ 7. 7th grade_x000D_ 8. 8th grade_x000D_ 9. 9th grade_x000D_ 10. 10th grade_x000D_ 11. 11th grade_x000D_ 12. 12th grade but no diploma_x000D_ 13. High school equivalent/GED_x000D_ 14. High school diploma_x000D_ 15. Vocational or technical program after high school but no vocational/technical diploma_x000D_ 16. Vocational or technical program after high school, diploma_x000D_ 17. Some college but no degree_x000D_ 18. Associate's degree_x000D_ 19. Bachelor's degree_x000D_ 20. Graduate or professional school but no degree_x000D_ 21. Master's degree (MA, MS)_x000D_ 22. Doctorate degree (Ph.D, Ed.D)_x000D_ 23. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)_x000D_
EMQ	EMQ200	"Which best describes {your/{NAME}'s} current employment situation?"_x000D_ ----_x000D_ 1. Working part-time (less than 35 hours a week)_x000D_ 2. Working full-time (35 or more hours a week)_x000D_ 3. A stay-at-home parent or guardian_x000D_ 4. Not working_x000D_
CMQ	CMQ005	Question “In case we need to contact you for the next survey in the spring, we would like to ask a few questions about how to reach you.”_x000D_ _x000D_ InstResp “Select Next to continue.”
CMQ	CMQ026a	Question "Please enter your contact information. _x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark “name@domain.com”

CMQ	CMQ026b	Question "Or_x000D_ _x000D_ Mobile Number:"_x000D_ _x000D_ By providing my mobile phone number, I agree to receive a text message to log back into this survey. Message and data rates may apply.
CMQ	CMQ030	Question "{We might like to contact you in the future to remind you about the parent survey in the spring.} Do we have permission to text you? _x000D_ _x000D_ By providing my mobile phone number, I agree to receive a text message. Message and data rates may apply."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ070	Question "Is there a second phone number, such as a work number or a friend or relative's number where you can sometimes be reached?"_x000D_ _x000D_ InstResp "We will only contact this number if we cannot locate you for the next survey."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ080a	Question "What is that telephone number?_x000D_ _x000D_ Telephone Number:"_x000D_ _x000D_ InstResp "If it is a mobile phone number, message and data rates may apply."
CMQ	CMQ080b	Question "Please enter an extension if there is one._x000D_ _x000D_ Extension"
CMQ	CMQ090	Question "Where is this phone located or to whom does this number belong?"_x000D_ ----_x000D_ 1. Office/place of business_x000D_ 2. Relative (Please specify):_x000D_ 3. Neighbor (Please specify):_x000D_ 4. Friend (Please specify):_x000D_ 5. Mobile phone_x000D_ 6. Home phone/landline_x000D_ 7. Other (Please specify):_x000D_
CMQ	CMQ090OS	InstResp "{Please provide the name of the {relative/neighbor/friend/other location or person}.}"

CMQ	CMQ100	Question "Is there {another/a} relative or friend, who does not live in this household, who will always know where you are if you move?"_x000D_ _x000D_ InstResp "We will only contact this person if we cannot locate you for the next survey."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ110a	Question “What is the contact information for that person?_x000D_ _x000D_ First Name: "
CMQ	CMQ110b	Question "Last Name:"
CMQ	CMQ110c	Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
CMQ	CMQ110d1	Question "Please enter the mailing address:"_x000D_ _x000D_ Address Line 1:"
CMQ	CMQ110d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
CMQ	CMQ110e	Question "City:"
CMQ	CMQ110f	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
CMQ	CMQ110g	Question "Zip code:"
CMQ	CMQ110h	Question "What is this person’s relationship to you?"_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_

CMQ	CMQ130	Question “Besides {{FIRST NAME}/the person you just gave contact information for}, is there another relative or friend, who does not live in this household, but who will always know where you are if you move?” _x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ140a	Question “What is the contact information for that person?_x000D_ _x000D_ First Name: "
CMQ	CMQ140b	Question "Last Name:"
CMQ	CMQ140c	Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
CMQ	CMQ140d1	Question "Please enter the mailing address:"_x000D_ _x000D_ Address Line 1:"
CMQ	CMQ140d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
CMQ	CMQ140e	Question "City:"
CMQ	CMQ140f	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
CMQ	CMQ140g	Question "Zip code:"
CMQ	CMQ140h	Question "What is this person’s relationship to you?"_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_

CMQ	CMQ170a	Question “What is the contact information for {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?_x000D_ _x000D_ First Name:"_x000D_ _x000D_ "I already provided this contact information."_x000D_ _x000D_ "Don't know"_x000D_ _x000D_ "Refused"
CMQ	CMQ170b	Question "Last Name:"
CMQ	CMQ170c	Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
CMQ	CMQ170d1	Question "Please enter the mailing address:"_x000D_ _x000D_ Address Line 1:"
CMQ	CMQ170d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
CMQ	CMQ170e	Question "City:"
CMQ	CMQ170f	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
CMQ	CMQ170g	Question "Zip code:"
CMQ	CMQ170h	Question "Please confirm this person’s relationship to {CHILD} by selecting a choice below."_x000D_ ----_x000D_ 1. {Biological mother}_x000D_ 2. {Biological father}_x000D_ 3. {Adoptive mother}_x000D_ 4. {Adoptive father}_x000D_ 5. Other_x000D_
CMQ	CMQ500	Question “Are you, or is someone else, planning to move to a new home with {CHILD} before spring 2022?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CMQ	CMQ505a1	Question "Please enter what {CHILD}’s new address will be in spring 2022._x000D_ _x000D_ Address Line 1: "
CMQ	CMQ505a2	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
CMQ	CMQ505b	Question "City:"
CMQ	CMQ505c	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"
CMQ	CMQ505d	Question "Zip code:"
CMQ	CMQ510	Question “In the spring of 2022, what school will {CHILD} attend?_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. The same school that {CHILD} attends now_x000D_ 2. A new school_x000D_ 3. {CHILD} will be homeschooled INSTEAD of attending a school_x000D_
CMQ	CMQ520	Question “Wiill {CHILD} go to a public or private school in the spring of 2022?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Public_x000D_ 2. Private_x000D_
CMQ	CMQ525	Watermark "Please enter the full name of the school that {CHILD} will attend in spring 2022."
CMQ	CMQ525a1	Question "What is the mailing address of the school?_x000D_ _x000D_ Address Line 1:"
CMQ	CMQ525a2	Question "Address Line 2:"
CMQ	CMQ525b	Question "City:"
CMQ	CMQ525c	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.” _x000D_ _x000D_ Watermark "Select a state"
CMQ	CMQ525d	Question "Zip Code:"

CMQ	CMQ525e	Question "What is the county for the school?"_x000D_ _x000D_ _x000D_ Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don’t find a match, select “Not on list.” _x000D_ _x000D_ County: "_x000D_ _x000D_ "Don't know"
CMQ	CMQ525eOS	Watermark “Enter county"
CMQ	CMQ800	Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure.”
CMQ	CMQ805	Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."

Construct	Research Question
Introduction	NA
Respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA

Respondent selection	NA
Respondent selection	NA
Respondent selection	NA
Respondent selection	NA

Consent	NA
Consent	NA
Consent	NA
Child name	NA
Child name	NA
Child name	NA
Child name	NA
Child gender	P-RQ2, P-RQ5
Child gender	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5

Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child age	P-RQ2, P-RQ5
Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of mailing address	NA

Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of email address	NA
Mobile number	NA
Landline number	NA
Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4

Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4

Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
Other specify for verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4

Verification of the child's current kindergarten grade and school	P-RQ1, P-RQ4
School's transition activities for kindergarten	P-RQ2, P-RQ4
School's transition activities for kindergarten	P-RQ2, P-RQ4
School's transition activities for kindergarten	P-RQ2, P-RQ4
School's transition activities for kindergarten	P-RQ2, P-RQ4
Whether parent has met child's teacher	P-RQ2, P-RQ3
Parent's choice of school for child	P-RQ1, P-RQ3

Parent's choice of school for child	P-RQ1, P-RQ3
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4
Timing of kindergarten enrollment with respect to school guidelines	P-RQ1, P-RQ2, P-RQ3, P-RQ4
Whether child is in first, second, or third year of kindergarten	P-RQ1, P-RQ2, P-RQ4
Enrollment in transitional kindergarten	P-RQ1, P-RQ2, P-RQ3, P-RQ4

Enrollment in transitional kindergarten	P-RQ1, P-RQ2, P-RQ3, P-RQ4, P-RQ5
Other specify for enrollment in transitional kindergarten	P-RQ1, P-RQ2, P-RQ3, P-RQ4, P-RQ5
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4

Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Parent's beliefs about school readiness	P-RQ2
Parent's beliefs about school readiness	P-RQ2
Parent's beliefs about school readiness	P-RQ2
Parent's beliefs about school readiness	P-RQ2

Parent's beliefs about school readiness	P-RQ2
Parent's beliefs about school readiness	P-RQ2
Parent's educational expectations for how far the child will go in school (high school, college, etc)	P-RQ2, P-RQ4
How many times the child has been late for school	P-RQ2, P-RQ3
Ratings of child competence in literacy, language, and mathematics	P-RQ2

Ratings of child competence in literacy, language, and mathematics	P-RQ2
Ratings of child competence in literacy, language, and mathematics	P-RQ2
Ratings of child competence in literacy, language, and mathematics	P-RQ2
Ratings of child competence in literacy, language, and mathematics	P-RQ2

Ratings of child competence in literacy, language, and mathematics	P-RQ2
Child language use	P-RQ2
Child language use	P-RQ2
Child language use	P-RQ2
Child language use	P-RQ2

How respondent learned of the selected kindergarten	P-RQ4
Other specify for how respondent learned of the selected kindergarten	P-RQ4
Reasons for choosing child's kindergarten	P-RQ4
Parent's choice of school for child	P-RQ4

Days of the week that the child has school	P-RQ1, P-RQ4
Charge or tuition for school	P-RQ4
Use of a voucher from the government to pay for school	P-RQ1, P-RQ4
Social interaction	P-RQ2, P-RQ5

Social interaction	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Self-control	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5

Self-control	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5

Self-control	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5

Approaches toward learning	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5

Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5

Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5

Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5

Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Relationship of household member to child	P-RQ1, P-RQ2, P-RQ5

Family relationship of key parent figures to the child (e.g, adopted)	P-RQ1, P-RQ2, P-RQ5
Family relationship of key parent figures to the child (e.g, adopted)	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Other specify for current household roster	P-RQ1, P-RQ2, P-RQ5

Ethnicity of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)	P-RQ1, P-RQ2, P-RQ5
Race of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)	P-RQ1, P-RQ2, P-RQ5
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Other specify for marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Information about how long the child has lived with the respondent	P-RQ1, P-RQ2, P-RQ5
Information about how long the child has lived with the respondent	P-RQ1, P-RQ2, P-RQ5
Information about how long the child has lived with the respondent	P-RQ1, P-RQ2, P-RQ5

Consent to prefill household roster data	NA
Languages spoken in the home	P-RQ1, P-RQ2, P-RQ5
Languages spoken in the home	P-RQ1, P-RQ2, P-RQ5
Languages spoken in the home	P-RQ1, P-RQ2, P-RQ5
Other specify for languages spoken in the home	P-RQ1, P-RQ2, P-RQ5

Primary language spoken	P-RQ1, P-RQ2, P-RQ5
Primary language spoken	P-RQ1, P-RQ2, P-RQ5
English proficiency of each parent	P-RQ1, P-RQ2, P-RQ5

English proficiency of each parent	P-RQ1, P-RQ2, P-RQ5
English proficiency of each parent	P-RQ1, P-RQ2, P-RQ5
English proficiency of each parent	P-RQ1, P-RQ2, P-RQ5
Primary language spoken	P-RQ1, P-RQ2, P-RQ5

Primary language spoken	P-RQ1, P-RQ2, P-RQ5
How often parents speak a language other than English to the child	P-RQ1, P-RQ2, P-RQ5
How often the child speaks a language other than English to parents	P-RQ1, P-RQ2, P-RQ5

Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3

Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3
Language other than English used in the home for activities, reading, etc.	P-RQ2, P-RQ3

Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Language other than English used in the home for activities, reading, etc.	P-RQ2, P-RQ3
Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3

Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Literacy materials in the home	P-RQ2
Literacy materials in the home	P-RQ2
Reading or looking at picture books by the child	P-RQ2
Reading or looking at picture books by the child	P-RQ2

Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3

Number of ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3

Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (relative)	P-RQ1, P-RQ2, P-RQ3
Other specify for characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (relative)	P-RQ1, P-RQ2, P-RQ3
Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (relative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3

Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3

Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3

Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements unit (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3

Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Number of ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Other specify for characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements, by type of arrangement (eg, nonrelative nonnonrelative center-based) (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements unit (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3

Attendance of state sponsored preschool	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3

Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (center)	P-RQ1, P-RQ2, P-RQ3
Other specify for characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (center)	P-RQ1, P-RQ2, P-RQ3

Head Start attendance (center)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (center)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (center)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (center)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3

Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3

Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Other specify payment for current ECE arrangements unit (center)	P-RQ1, P-RQ2, P-RQ3

Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5

Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5

Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Breastfeeding history	P-RQ1, P-RQ2, P-RQ5
Breastfeeding history	P-RQ1, P-RQ2, P-RQ5
Breastfeeding history	P-RQ1, P-RQ2, P-RQ5
Breastfeeding history	P-RQ1, P-RQ2, P-RQ5
Breastfeeding history	P-RQ1, P-RQ2, P-RQ5

Whether child was part of a multiple birth	P-RQ1, P-RQ2, P-RQ5
Whether child was part of a multiple birth	P-RQ1, P-RQ2, P-RQ5
Whether child was part of a multiple birth	P-RQ1, P-RQ2, P-RQ5
Complications at birth	P-RQ1, P-RQ2, P-RQ5

Complications at birth	P-RQ1, P-RQ2, P-RQ5
Complications at birth	P-RQ1, P-RQ2, P-RQ5
History of receiving early intervention	P-RQ1, P-RQ2

Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
History of receiving early intervention	P-RQ1, P-RQ2
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
History of receiving early intervention	P-RQ1, P-RQ2
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2

Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2

Treatments used for ear infections	P-RQ2
Other specify for treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2

Treatments used for ear infections	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Treatments used for ear infections	P-RQ2
Other specify for treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2

Treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
General health status	P-RQ2
Introduction to marital status and history of the primary caretakers	NA
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3

Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3

Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3

Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3

Marital status and history of the respondent	P-RQ1, P-RQ2, P-RQ3
Marital status and history of the respondent	P-RQ1, P-RQ2, P-RQ3
Marital status and history of the respondent	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3

Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
When child stopped living with at least one biological parent	P-RQ1, P-RQ2, P-RQ3
When child stopped living with at least one biological parent	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3

Cohabitation	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Mother’s age at first child’s birth	P-RQ1, P-RQ2, P-RQ3
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Cohabitation	P-RQ1, P-RQ2, P-RQ3
Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3

Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3
Biological and adoptive parents' vital status	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Biological parents' vital status	P-RQ1, P-RQ2, P-RQ3
Biological parents' vital status	P-RQ1, P-RQ2, P-RQ3

Biological parents' vital status	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Child's history of living with a biological parent	P-RQ1, P-RQ2, P-RQ3
Child's history of living with a biological parent	P-RQ1, P-RQ2, P-RQ3
Child's history of living with a biological parent	P-RQ1, P-RQ2, P-RQ3

Introduction to nonresident parent section	P-RQ1, P-RQ2, P-RQ3
Time since last contact (either in person or by telephone, email, text, etc.) with biological/adoptive parents no longer living in household	P-RQ1, P-RQ2, P-RQ3
Frequency of contact in the last four weeks that was not in person (e.g., by telephone, email, text, etc.) with biological/adoptive parents no longer living in the household	P-RQ1, P-RQ2, P-RQ3
Other parent-like figures and grandparents to support child/parent	P-RQ1, P-RQ2, P-RQ3

Other parent-like figures and grandparents to support child/parent	P-RQ1, P-RQ2, P-RQ3
Other parent-like figures and grandparents to support child/parent	P-RQ1, P-RQ2, P-RQ3
Other parent-like figures and grandparents to support child/parent	P-RQ1, P-RQ2, P-RQ3

Other parent-like figures and grandparents to support child/parent	P-RQ1, P-RQ2, P-RQ3
Other parent-like figures and grandparents to support child/parent	P-RQ1, P-RQ2, P-RQ3

Diplomas or degrees parent has obtained	P-RQ1, P-RQ2
Parents' current employment	P-RQ1, P-RQ2
Introduction to contact information	NA
Email address	NA

Telephone number	NA
Permission to text	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Other specify for telephone number	NA

Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
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Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Plans to move	NA

Plans to move	NA
Plans to move	NA
Plans to move	NA
Plans to move	NA
Plans to move	NA
Location and name of child's next school	NA
Location and name of child's next school	NA
Location and name of child's next school	NA
Location and name of child's next school	NA
Location and name of child's next school	NA
Location and name of child's next school	NA
Location and name of child's next school	NA
Location and name of child's next school	NA

Location and name of child's next school	NA
Location and name of child's next school	NA
Thank you before contacting alternate respondent	NA
Thank you to respondent	NA

Section	Item #
INQ	INQ001
INQ	INQ001b
INQ	INQ002
INQ	INQ005a
INQ	INQ005b
INQ	INQ005c
INQ	INQ005d1
INQ	INQ005d2
INQ	INQ005e

INQ	INQ005f
INQ	INQ005g
INQ	INQ005i
INQ	INQ005j
INQ	INQ005k

INQ	INQ010a
INQ	INQ010b
INQ	INQ010c
INQ	INQ020a
INQ	INQ020b
INQ	INQ020c
INQ	INQ020d
INQ	INQ050a
INQ	INQ050b
INQ	INQ060a

INQ	INQ060b
INQ	INQ060c
INQ	INQ060d
INQ	INQ080
INQ	INQ090
INQ	INQ100a
INQ	INQ100b
INQ	INQ100c

INQ	INQ100d
INQ	INQ100e
INQ	INQ100f
INQ	INQ130a
INQ	INQ130b
INQ	INQ130c
SPQ	SPQ010

SPQ	SPQ015
SPQ	SPQ020
SPQ	SPQ025
SPQ	SPQ040

SPQ	SPQ041
SPQ	SPQ060
SPQ	SPQ065a
SPQ	SPQ065b
SPQ	SPQ066
SPQ	SPQ090
SPQ	SPQ099
SPQ	SPQ099a

SPQ	SPQ099b
SPQ	SPQ106
SPQ	SPQ150
SPQ	SPQ155
SPQ	SPQ156
SPQ	SPQ158

SPQ	SPQ158a
SPQ	SPQ158aOS
SPQ	SPQ158b
SPQ	SPQ158bOS

PIQ	PIQ127
PIQ	PIQ127OS
PIQ	PIQ129a
PIQ	PIQ129b
PIQ	PIQ129c

PIQ	PIQ129d
PIQ	PIQ130
PIQ	PIQ185
PIQ	PIQ190
PIQ	PIQ200

PIQ	PIQ210
PIQ	PIQ220
PIQ	PIQ230
PIQ	PIQ231a
PIQ	PIQ231b

PIQ	PIQ231c
PIQ	PIQ400
PIQ	PIQ415
PIQ	PIQ470
PIQ	PIQ490

PIQ	PIQ550
PIQ	PIQ585a
PIQ	PIQ585b
PIQ	PIQ585c
PIQ	PIQ585d
PIQ	PIQ585e

FSQ	FSQ001
FSQ	FSQ005
FSQ	FSQ005OS
FSQ	FSQ006

FSQ	FSQ007
FSQ	FSQ010
FSQ	FSQ030
FSQ	FSQ040

FSQ	FSQ110
FSQ	FSQ120
FSQ	FSQ120a
FSQ	FSQ120b
FSQ	FSQ120c
FSQ	FSQ130

FSQ	FSQ140
FSQ	FSQ150
FSQ	FSQ160
FSQ	FSQ170
FSQ	FSQ180
FSQ	FSQ180OS

FSQ	FSQ190
FSQ	FSQ195
FSQ	FSQ196a
FSQ	FSQ196b
FSQ	FSQ197a

FSQ	FSQ197b
FSQ	FSQ198a
FSQ	FSQ198b
FSQ	FSQ200
FSQ	FSQ200OS

FSQ	FSQ206
HEQ	HEQ071a
HEQ	HEQ071b
HEQ	HEQ071c
HEQ	HEQ071d

HEQ	HEQ071e
HEQ	HEQ071f
HEQ	HEQ071g
HEQ	HEQ071h
HEQ	HEQ071i

HEQ	HEQ071j
HEQ	HEQ071k
HEQ	HEQ071l
HEQ	HEQ072
HEQ	HEQ073

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HEQ	HEQ075b
HEQ	HEQ075c
HEQ	HEQ075d
HEQ	HEQ075e

HEQ	HEQ075f
HEQ	HEQ075g
HEQ	HEQ075h
HEQ	HEQ210
HEQ	HEQ215
HEQ	HEQ272a

HEQ	HEQ272b
HEQ	HEQ272c
HEQ	HEQ272d
HEQ	HEQ272e
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HEQ	HEQ272g
HEQ	HEQ272h

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HEQ	HEQ274b
HEQ	HEQ274c
HEQ	HEQ275

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HEQ	HEQ278b
HEQ	HEQ279

HEQ	HEQ285
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HEQ	HEQ285aOS
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HEQ	HEQ285c
HEQ	HEQ288

HEQ	HEQ289
HEQ	HEQ391
HEQ	HEQ392
HEQ	HEQ399
HEQ	HEQ400
HEQ	HEQ420

HEQ	HEQ430
HEQ	HEQ440
HEQ	HEQ450
HEQ	HEQ455
HEQ	HEQ460

HEQ	HEQ470
HEQ	HEQ470OS
HEQ	HEQ520
HEQ	HEQ521
HEQ	HEQ580
HEQ	HEQ590

HEQ	HEQ595
HEQ	HEQ600a
HEQ	HEQ600b
SSQ	SSQ010a
SSQ	SSQ010b

SSQ	SSQ010c
SSQ	SSQ010d
SSQ	SSQ010e

SSQ	SSQ010f
SSQ	SSQ010g
SSQ	SSQ010h

SSQ	SSQ010i
SSQ	SSQ010j
SSQ	SSQ010k
SSQ	SSQ010l

SSQ	SSQ010m
SSQ	SSQ010n
SSQ	SSQ010o
SSQ	SSQ010p

SSQ	SSQ010q
SSQ	SSQ010r
SSQ	SSQ010s
SSQ	SSQ010t

SSQ	SSQ010u
SSQ	SSQ010v
SSQ	SSQ010w
SSQ	SSQ010x

SSQ	SSQ010y
SSQ	SSQ010z1
SSQ	SSQ010z2

SSQ	SSQ010z3
SSQ	SSQ010z4
SSQ	SSQ010z5

SSQ	SSQ010z6
SSQ	SSQ010z7
SSQ	SSQ010z8

SSQ	SSQ010z9
SSQ	SSQ025a
SSQ	SSQ025b
SSQ	SSQ025c
SSQ	SSQ025d

SSQ	SSQ025e
SSQ	SSQ025f
SSQ	SSQ027a
SSQ	SSQ027b
SSQ	SSQ027c

SSQ	SSQ027d
SSQ	SSQ027e
SSQ	SSQ030a
SSQ	SSQ030b
SSQ	SSQ030c

SSQ	SSQ030d
SSQ	SSQ030e
CFQ	CFQ300
CFQ	CFQ350

CFQ	CFQ360a
CFQ	CFQ360b
CFQ	CFQ360c
CFQ	CFQ360d
CFQ	CFQ360e
CFQ	CFQ360f
CFQ	CFQ360g

DWQ	DWQ010
DWQ	DWQ015
DWQ	DWQ025
DWQ	DWQ035
DWQ	DWQ040
DWQ	DWQ045

DWQ	DWQ050
DWQ	DWQ060
DWQ	DWQ100
DWQ	DWQ101
DWQ	DWQ110
DWQ	DWQ110OS

CHQ	CHQ010
CHQ	CHQ020
CHQ	CHQ021
CHQ	CHQ022
CHQ	CHQ023

CHQ	CHQ024
CHQ	CHQ024OS
CHQ	CHQ025
CHQ	CHQ030
CHQ	CHQ060

CHQ	CHQ086
CHQ	CHQ086a
CHQ	CHQ086b
CHQ	CHQ086c
CHQ	CHQ086d
CHQ	CHQ087
CHQ	CHQ087a
CHQ	CHQ087b

CHQ	CHQ095
CHQ	CHQ100
CHQ	CHQ105
CHQ	CHQ106
CHQ	CHQ107
CHQ	CHQ108

CHQ	CHQ109
CHQ	CHQ110
CHQ	CHQ111
CHQ	CHQ115
CHQ	CHQ120

CHQ	CHQ125
CHQ	CHQ125OS
CHQ	CHQ125a
CHQ	CHQ125aOS
CHQ	CHQ126
CHQ	CHQ126OS

CHQ	CHQ127
CHQ	CHQ127OS
CHQ	CHQ130

CHQ	CHQ131a
CHQ	CHQ131b
CHQ	CHQ135a
CHQ	CHQ135b
CHQ	CHQ140

CHQ	CHQ155
CHQ	CHQ173
CHQ	CHQ200
CHQ	CHQ205
CHQ	CHQ206a

CHQ	CHQ206b
CHQ	CHQ206c
CHQ	CHQ206d
CHQ	CHQ206e
CHQ	CHQ206f
CHQ	CHQ206g
CHQ	CHQ206h
CHQ	CHQ210

CHQ	CHQ215
CHQ	CHQ216
CHQ	CHQ217
CHQ	CHQ218
CHQ	CHQ219

CHQ	CHQ220
CHQ	CHQ221
CHQ	CHQ222
CHQ	CHQ235
CHQ	CHQ245

CHQ	CHQ246
CHQ	CHQ246OS
CHQ	CHQ250a
CHQ	CHQ250b
CHQ	CHQ250c

CHQ	CHQ255a
CHQ	CHQ255b
CHQ	CHQ256
CHQ	CHQ257a
CHQ	CHQ257b
CHQ	CHQ257c

CHQ	CHQ258
CHQ	CHQ259
CHQ	CHQ260
CHQ	CHQ261
CHQ	CHQ262
CHQ	CHQ263
CHQ	CHQ264a

CHQ	CHQ264b
CHQ	CHQ264c
CHQ	CHQ270
CHQ	CHQ271
CHQ	CHQ272a
CHQ	CHQ272b
CHQ	CHQ272c

CHQ	CHQ273
CHQ	CHQ274
CHQ	CHQ275a
CHQ	CHQ275b
CHQ	CHQ275c
CHQ	CHQ276b
CHQ	CHQ276c
CHQ	CHQ277

CHQ	CHQ278
CHQ	CHQ279
CHQ	CHQ280
CHQ	CHQ285
CHQ	CHQ290
CHQ	CHQ300

CHQ	CHQ301
CHQ	CHQ301OS
CHQ	CHQ305a
CHQ	CHQ305b
CHQ	CHQ305c
CHQ	CHQ310a
CHQ	CHQ310b

CHQ	CHQ311
CHQ	CHQ312
CHQ	CHQ313
CHQ	CHQ314
CHQ	CHQ330
CHQ	CHQ340

CHQ	CHQ341
CHQ	CHQ345a
CHQ	CHQ345b
CHQ	CHQ345c
CHQ	CHQ345d
CHQ	CHQ345e
CHQ	CHQ345f
CHQ	CHQ345g

CHQ	CHQ345h
CHQ	CHQ345i
CHQ	CHQ345j
CHQ	CHQ345k
CHQ	CHQ345l
CHQ	CHQ345m
CHQ	CHQ345n
CHQ	CHQ345nOS
CHQ	CHQ375a

CHQ	CHQ375b
CHQ	CHQ375c
CHQ	CHQ380a
CHQ	CHQ380b
CHQ	CHQ385
CHQ	CHQ390a
CHQ	CHQ390b
CHQ	CHQ420

CHQ	CHQ430
VIQ	VIQ010
VIQ	VIQ020
VIQ	VIQ021
VIQ	VIC022

VIQ	VIC030
VIQ	VIC040
VIQ	VIC050
VIQ	VIC060

PPQ	PPQ100
PPQ	PPQ110
PPQ	PPQ120
PPQ	PPQ130
PPQ	PPQ140
PPQ	PPQ150

PPQ	PPQ160
PPQ	PPQ170
PPQ	PPQ180
PPQ	PPQ190
PPQ	PPQ200
PPQ	PPQ210

PPQ	PPQ220
PPQ	PPQ225
PPQ	PPQ226
PPQ	PPQ230
PPQ	PPQ240
PPQ	PPQ400a

PPQ	PPQ400b
PPQ	PPQ400c
PPQ	PPQ400d
PPQ	PPQ400e
PPQ	PPQ400f
FDQ	FDQ130a

FDQ	FDQ130b
FDQ	FDQ130c
FDQ	FDQ140
FDQ	FDQ150
FDQ	FDQ160
FDQ	FDQ170
FDQ	FDQ180
FDQ	FDQ190

FDQ	FDQ191
FDQ	FDQ192a
FDQ	FDQ192b
FDQ	FDQ192c
FDQ	FDQ210
FDQ	FDQ240
FDQ	FDQ242

FDQ	FDQ243
FDQ	FDQ250
FDQ	FDQ300
FDQ	FDQ305
HRQ	HRQ010
HRQ	HRQ015

HRQ	HRQ030
NRQ	NRQ010
NRQ	NRQ040
NRQ	NRQ123

PEQ	PEQ020
PEQ	PEQ050
PEQ	PEQ060
EMQ	EMQ020

EMQ	EMQ030
EMQ	EMQ032
EMQ	EMQ040
EMQ	EMQ050
EMQ	EMQ055
EMQ	EMQ056
EMQ	EMQ059

EMQ	EMQ060
EMQ	EMQ070
EMQ	EMQ070OS
EMQ	EMQ080
EMQ	EMQ080OS
EMQ	EMQ100

EMQ	EMQ120
EMQ	EMQ130
EMQ	EMQ140
EMQ	EMQ150
EMQ	EMQ210

EMQ	EMQ215
EMQ	EMQ300
EMQ	EMQ305a
EMQ	EMQ305b
WPQ	WPQ030
WPQ	WPQ040

WPQ	WPQ070
WPQ	WPQ100
WPQ	WPQ105
WPQ	WPQ109
WPQ	WPQ110
WPQ	WPQ120

WPQ	WPQ170
WPQ	WPQ180
WPQ	WPQ200
WPQ	WPQ210
WPQ	WPQ215
WPQ	WPQ216
WPQ	WPQ220

PAQ	PAQ110
PAQ	PAQ120
CMQ	CMQ022
CMQ	CMQ026a
CMQ	CMQ026b

CMQ	CMQ030
CMQ	CMQ060
CMQ	CMQ100
CMQ	CMQ140
CMQ	CMQ140b
CMQ	CMQ150
CMQ	CMQ150OS

CMQ	CMQ200
CMQ	CMQ205
CMQ	CMQ210a
CMQ	CMQ210b
CMQ	CMQ210c
CMQ	CMQ210d1
CMQ	CMQ210d2
CMQ	CMQ210e

CMQ	CMQ210f
CMQ	CMQ210g
CMQ	CMQ210h
CMQ	CMQ300
CMQ	CMQ305
CMQ	CMQ310a

CMQ	CMQ310b
CMQ	CMQ310c
CMQ	CMQ310d1
CMQ	CMQ310d2
CMQ	CMQ310e
CMQ	CMQ310f
CMQ	CMQ310g
CMQ	CMQ310h

CMQ	CMQ395
CMQ	CMQ400a
CMQ	CMQ400b
CMQ	CMQ400c
CMQ	CMQ400d1
CMQ	CMQ400d2
CMQ	CMQ400e

CMQ	CMQ400f
CMQ	CMQ400g
CMQ	CMQ400h
CMQ	CMQ800
CMQ	CMQ805
CMQ	CMQ805

Item Wording
Question "We would like to collect some information about {CHILD}'s school and home experiences. Your answers will be extremely valuable in better understanding the development of young children and how their early school experiences can be improved._x000D_ _x000D_ Please press the Next button to continue."
Question “In {{MONTH} {YEAR}}, {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME} {approximately {PREVIOUS ROUND RESPONDENT’S AGE} years old} completed a survey for the study. _x000D_ _x000D_ Are you {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Are you the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health?"_x000D_ ----_x000D_ 1. Yes, I am the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health._x000D_ 2. Another parent or guardian in the household knows the most about {CHILD}’s care, education, and health._x000D_ 3. {CHILD} does not live in this household._x000D_
Question “We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact him or her for the survey._x000D_ _x000D_ First Name: "
Question "Last Name:"
Question "Email Address:"
Question "Please {confirm/enter} the mailing address._x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
Question "City:"

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark "Select a state"

Question "Zip code:"

Question “Please select your name and/or description from the list below. If you are not on the list, select “not on list.”_x000D_
----_x000D_
1. {Person who did the survey last fall/First name of person who did _x000D_
the survey last fall/Last name of person who did the survey last fall/_x000D_
{RESPONDENT’S FIRST NAME} {RESPONDENT’S LAST NAME}} _x000D_
{, about age {RESPONDENT’S AGE}}{, {RESPONDENT’S SEX}}_x000D_
2. {HH MEMBER’S FIRST NAME}{, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
3. {HH MEMBER’S FIRST NAME}{, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
4. {HH MEMBER’S FIRST NAME}{, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
5. {HH MEMBER’S FIRST NAME}{, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
6. {HH MEMBER’S FIRST NAME}{, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
7. {HH MEMBER’S FIRST NAME}{, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
8. {HH MEMBER’S FIRST NAME}{, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
9. Not on list_x000D_

Question "What is your name?_x000D_
_x000D_
First Name:"_x000D_
_x000D_
InstResp “We ask for first names so that we can ask questions about each person in the survey.”

Question "{Please enter or confirm your last name.}_x000D_
_x000D_
Last Name:"

Question "We need your permission before we can include {CHILD} in the study. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study, but still want to hear from you._x000D_ _x000D_ Do you give your permission for {CHILD} to participate in the ECLS? "_x000D_ ----_x000D_ 1. Yes, I give permission for {CHILD} to participate in the ECLS._x000D_ 2. No, I do not give permission for {CHILD} to participate._x000D_
Question "First Name: "
Question "Last Name:"
Question “Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. _x000D_ _x000D_ First Name:”
Question “Middle name:”_x000D_ _x000D_ InstResp: “If there is no middle name, please skip this.”
Question “Last Name:”
Question “Our records also show that {CHILD} is {male/female}. Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “What is {CHILD}’s sex?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
Question “Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “What is {CHILD}'s date of birth?”_x000D_ _x000D_ Watermark “Select month”_x000D_ ----_x000D_ 1. January_x000D_ 2. February_x000D_ 3. March_x000D_ 4. April_x000D_ 5. May_x000D_ 6. June_x000D_ 7. July_x000D_ 8. August_x000D_ 9. September_x000D_ 10. October_x000D_ 11. November_x000D_ 12. December_x000D_
Watermark “Enter day”
Watermark “Enter year”_x000D_ _x000D_ InstResp “Please enter the full year (for example, 2016).”
Question “So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b, c, and d} years old. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “How old is {CHILD}?”_x000D_ _x000D_ Watermark “Enter age”
Question "Our records show that you live at _x000D_ _x000D_ {ADDRESS LINE 1}{,} {ADDRESS LINE 2}_x000D_ _x000D_ {CITY}, {STATE} {ZIP CODE} _x000D_ _x000D_ Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Please enter your mailing address._x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"

Question "City:"
Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"
Question "Zip code:"
Question "Please confirm or enter your contact information._x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark name@domain.com_x000D_ _x000D_ "I don’t have an email address.”
Question "Mobile Number:_x000D_ _x000D_ By providing my mobile phone number I agree to receive a text message to log back into this survey. Message and data rates may apply.”_x000D_ _x000D_ Watermark “(555)-555-5555”_x000D_ _x000D_ “I don’t have a mobile phone.”
Question "Landline Number:"_x000D_ _x000D_ Watermark “(555)-555-5555”_x000D_ _x000D_ “I don’t have a landline phone.”
Question “We’d like to ask you about child care {CHILD} received on a regular basis from someone other than you or {his/her} parents or guardians the year before {he/she} started kindergarten. This does not include occasional baby-sitting or back-up care providers. _x000D_ _x000D_ Did {CHILD} receive care from a relative on a regular basis the year before {he/she} started kindergarten? This may include grandparents, brothers and sisters, or any relatives other than you or {CHILD}'s parents or guardians.”_x000D_ _x000D_ InstResp “This means anytime in the year before {CHILD} entered kindergarten.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “Head Start is a federally sponsored preschool program primarily for children from low-income families. Were any of the regular care arrangements that {CHILD} had with relatives in the year before kindergarten Head Start?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
 1. Yes_x000D_
 2. No_x000D_

Question “{Now we would like to ask you about any care {CHILD} received from nonrelatives in a private home, not including child care centers.} _x000D_
_x000D_
Did {CHILD} receive care from a nonrelative on a regular basis the year before {he/she} started kindergarten? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}”_x000D_
_x000D_
InstResp “This refers to care received from nonrelatives in a private home, including home child care providers, regular sitters, or neighbors. However, this does not include child care centers. This means anytime in the year before child entered kindergarten.”_x000D_
----_x000D_
 1. Yes_x000D_
 2. No_x000D_

Question “{Head Start is a federally sponsored preschool program primarily for children from low-income families.} Were any of the regular care arrangements that {CHILD} had with nonrelatives in the year before kindergarten Head Start?”_x000D_
_x000D_
SaVisible “True”_x000D_
----_x000D_
 1. Yes_x000D_
 2. No_x000D_

Question “Did {CHILD} attend a day care center, nursery school, preschool or prekindergarten program on a regular basis the year before {he/she} started kindergarten?”_x000D_
_x000D_
InstResp “This means anytime in the year before {CHILD} entered kindergarten.”_x000D_
----_x000D_
 1. Yes_x000D_
 2. No_x000D_

Question “{Head Start is a federally sponsored preschool program primarily for children from low-income families.} Were any of {CHILD}’s care arrangements in a day care center, nursery school, preschool, or prekindergarten program in the year before kindergarten Head Start?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Now we have some questions about {CHILD}'s health. How much did {CHILD} weigh when {he/she} was born?” _x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Answer in pounds_x000D_ 2. Answer in grams_x000D_
Question “How much did {CHILD} weigh, in pounds and ounces, when {he/she} was born?”_x000D_ _x000D_ Watermark: “Enter pounds”
Question "and"_x000D_ _x000D_ Pre-unit "Ounces:"_x000D_ _x000D_ Watermark: “Enter ounces”
Question “How much did {CHILD} weigh, in grams, when {he/she} was born?”_x000D_ _x000D_ Pre-unit “Grams”_x000D_ _x000D_ Watermark “Enter grams”
Question “Was {CHILD} born more than two weeks before {he/she} was due?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “How many days or weeks early was {he/she}?”_x000D_ _x000D_ SaVisable “True”_x000D_ ----_x000D_ 1. Answer in weeks_x000D_ 2. Answer in days_x000D_
Question “How many weeks early was {he/she}?”_x000D_ _x000D_ Pre-unit “Weeks”_x000D_ _x000D_ Watermark: “Enter weeks”

Question “How many days early was {he/she}?”_x000D_
_x000D_
Pre-unit “Days”_x000D_
_x000D_
Watermark: “Enter days”

Question “Was {CHILD} a twin, triplet, or other child born as part of a multiple birth?”
_x000D_
_x000D_
InstResp “If higher-order multiple birth, code number of children born together, even if one or more was still born or died shortly after birth.”_x000D_
----_x000D_
1. No_x000D_
2. Yes, a twin_x000D_
3. Yes, a triplet_x000D_
4. Yes, a multiple birth with four or more babies_x000D_

Question “When {CHILD} was born, were {his/her} biological mother and biological father married to each other?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Is any language other than English regularly spoken in your home?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Is English also spoken in your home?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What is the primary language spoken in your home?”_x000D_
----_x000D_
1. English_x000D_
2. A language other than English_x000D_
3. Two or more languages are spoken the same amount_x000D_

Question “You mentioned a language other than English as your primary language spoken at home. What is it?”
---
1. Spanish
2. A European language other than Spanish such as French, German, or Russian
3. A Chinese language or dialect
4. A Filipino language
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer
6. A South Asian language such as Hindi or Tamil
7. Another Asian language such as Japanese or Korean
8. A Middle Eastern language such as Arabic or Farsi
9. An African language such as such as Swahili or Amharic
91. Other language (Please specify):

Question “You mentioned that more than two or more languages are spoken equally at home. What are these languages?”_x000D_
_x000D_
Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category. If there is not a choice for the language(s) spoken in your home, type the language(s) in under “Other language (Please specify).””_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
0. English_x000D_
1. Spanish_x000D_
2. A European language other than Spanish such as French, German, or Russian_x000D_
3. A Chinese language or dialect_x000D_
4. A Filipino language_x000D_
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
6. A South Asian language such as Hindi or Tamil_x000D_
7. Another Asian language such as Japanese or Korean_x000D_
8. A Middle Eastern language such as Arabic or Farsi_x000D_
9. An African language such as such as Swahili or Amharic_x000D_
91. Other languages(s) (Please specify):_x000D_

Question “Now we have some questions about {CHILD}'s school. Since the beginning of the school year, have any of {CHILD}’s teachers or {his/her} school contacted you or another adult in your household about any behavior problems {he/she} is having, such as: “_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Biting_x000D_
2. Being aggressive_x000D_
3. Not following directions_x000D_
4. Being overly active_x000D_
5. Being impulsive or having little or no self-control_x000D_
6. None of the above_x000D_
91. Another behavior problem (Please specify):_x000D_

Question “Since the beginning of the school year, has {CHILD} ever had an in-school or out-of-school suspension?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Since the beginning of the school year, how many times has {CHILD} been suspended?”_x000D_
_x000D_
InstResp “Please include both in-school and out-of-school suspensions.”_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Times suspended”

Question “Since the beginning of the school year, has {CHILD} ever been expelled?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Since the beginning of the school year, how many times has {CHILD} been expelled?”_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Times expelled”

Question “Since the beginning of this school year, have you or the other adults in your household done any of the following activities?_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Attended an open house or a back-to-school night_x000D_
2. Attended a meeting of a PTA, PTO, or Parent-Teacher Organization_x000D_
3. Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher_x000D_
4. Attended a school or class event, such as a play, sports event, or science fair_x000D_
5. Served as a volunteer in {CHILD}’s classroom or elsewhere in the school_x000D_
6. None of the above_x000D_

Question "During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?"_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Times”

Question “For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year. _x000D_
_x000D_
The school lets you know between report cards how {CHILD} is doing in school.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school helps you understand what children at {CHILD}'s age are like.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school makes you aware of chances to volunteer at the school.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school provides workshops, materials, or advice about how to help {CHILD} learn at home.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school provides information on community services to help {CHILD} or your family.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “Please answer the questions below about {CHILD’S} school._x000D_
_x000D_
At this school, all students are treated equally.”_x000D_
----_x000D_
1. Strongly agree_x000D_
2. Agree_x000D_
3. Disagree_x000D_
4. Strongly disagree_x000D_

Question “This school teaches students with books, handouts, and/or websites that show a wide variety of students (for example, children of different races and ethnicities, children who speak different languages, and children from different countries).”_x000D_
----_x000D_
1. Strongly agree_x000D_
2. Agree_x000D_
3. Disagree_x000D_
4. Strongly disagree_x000D_

Question “This school emphasizes showing respect for all students’ backgrounds, beliefs, values, and ways of life.”_x000D_
----_x000D_
1. Strongly agree_x000D_
2. Agree_x000D_
3. Disagree_x000D_
4. Strongly disagree_x000D_

Question “{{In the fall survey, it was reported/Previously, you said} that (English/NON-ENGLISH LANGUAGE/a language other than English) is spoken in your home.} When {CHILD}'s teacher sends home notes or newsletters, are these in (English/NON-ENGLISH LANGUAGE/a language that you speak)?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Inconvenient meeting times_x000D_
2. No child care keeps your family from going to school meetings or event_x000D_
3. Family members can't get time off from work_x000D_
4. Problems with safety going to the school_x000D_
5. The school does not make your family feel welcome_x000D_
6. Problems with transportation to the school_x000D_
7. You don't hear about things going on at school that you might want to be involved in_x000D_
8. Another reason_x000D_
9. None of these_x000D_

Question “This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How satisfied are you with the school {CHILD} attends this year?”_x000D_
----_x000D_
1. Very satisfied_x000D_
2. Somewhat satisfied_x000D_
3. Somewhat dissatisfied_x000D_
4. Very dissatisfied_x000D_

Question “How often do you check that {CHILD} has completed all of {his/her} homework?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Always_x000D_

Question “How often would you say that {CHILD}…_x000D_
_x000D_
Makes up reasons to stay home from school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Seems to dread going to school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Becomes upset when it’s time to go to school in the morning?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Asks to stay home from school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Complains about going to school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “We would like to ask about household members who lived in this household at the time of our last survey. _x000D_
_x000D_
Does {NAME} {who is about {AGE} years old} {and} {male/female} still live in this household?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Why is {NAME} no longer living in this household?”_x000D_
----_x000D_
1. Separation or divorce_x000D_
2. Attending college or boarding school_x000D_
3. Living elsewhere for employment-related reasons_x000D_
4. Deceased_x000D_
5. Moved on or moved elsewhere_x000D_
6. This person never lived in this household_x000D_
7. Moved back with parents or moved with other parent_x000D_
8. In jail or prison_x000D_
9. Relationship ended_x000D_
91. Some other reason (Please specify):_x000D_

Question “Other than {you and {CHILD}/you, {CHILD}, and {NAMES OF HOUSEHOLD MEMBERS}}, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since the last survey?” _x000D_
_x000D_
InstResp “Please do not include anyone staying here temporarily who usually lives somewhere else.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Please list the first names of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.”_x000D_
_x000D_
New household member 1_x000D_
_x000D_
New household member 2_x000D_
_x000D_
New household member 3_x000D_
_x000D_
New household member 4

Question "Now we have some questions about your household. We have listed that you and {CHILD} live in the household. Please add the first names of all the other people who normally live here, including both adults and children. Please do not include anyone staying here temporarily who usually lives somewhere else. _x000D_
_x000D_
We ask for first names so that we can ask questions about each person in the survey."_x000D_
_x000D_
InstResp: "Please list each person in your household on a separate line, until you have listed all the people in your household. Don't forget your spouse or partner, someone who is temporarily away from home or living in a dorm at school, or any babies or small children._x000D_
_x000D_
If needed, you may list more household members than are shown as blank lines on this screen. To add additional members of the household, press the enter key. When you are finished, select the Next button.”_x000D_
_x000D_
First name_x000D_
Household member 1 {DISPLAY FIRST NAME OF RESPONDENT}_x000D_
_x000D_
Household member 2 {DISPLAY FIRST NAME OF SAMPLED CHILD}

Question "How old {are you/is {NAME}}?"_x000D_
_x000D_
InstResp "{For babies less than 1 year old, enter 0.}"_x000D_
_x000D_
Pre-unit "Age:"_x000D_
_x000D_
Watermark "Enter age"

Question "{Are you/Is {NAME}} male or female?"_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question "Do you have a spouse or partner who lives in this household?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Who in the household is your spouse or partner?”_x000D_
_x000D_
InstResp: “Select the name of the person who is your spouse/partner. If name not listed, select "not on list.”"_x000D_
----_x000D_
1. {DISPLAY HH MEMBER NAME 1}_x000D_
2. {DISPLAY HH MEMBER NAME 2}_x000D_
3. {DISPLAY HH MEMBER NAME 3}_x000D_
4. {DISPLAY HH MEMBER NAME 4}_x000D_
5. {DISPLAY HH MEMBER NAME 5}_x000D_
6. {DISPLAY HH MEMBER NAME 6}_x000D_
7. {DISPLAY HH MEMBER NAME 7}_x000D_
8. {DISPLAY HH MEMBER NAME 8}_x000D_
37. Not on list_x000D_

Question "What is the first name of your spouse or partner?_x000D_
_x000D_
First name:"

Question "How old is {NAME}?"_x000D_
_x000D_
Pre-unit "Age:"_x000D_
_x000D_
Watermark "Enter age"

Question "Is {NAME} male or female?"_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question "What is {your/{NAME}'s} relationship to {CHILD}?"_x000D_
----_x000D_
1. Mother/female guardian_x000D_
2. Father/male guardian_x000D_
3. Sister_x000D_
4. Brother_x000D_
5. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_
6. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_
7. Grandmother_x000D_
8. Grandfather_x000D_
9. Aunt_x000D_
10. Uncle_x000D_
11. Cousin_x000D_
12. Other relative_x000D_
13. Other nonrelative_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Biological or birth mother_x000D_
2. Adoptive mother_x000D_
3. Step mother_x000D_
4. Foster mother or legal female guardian_x000D_
5. Other female parent or guardian_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Biological or birth father_x000D_
2. Adoptive father_x000D_
3. Step father_x000D_
4. Foster father or legal male guardian_x000D_
5. Other male parent or guardian_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Full sister_x000D_
2. Half sister_x000D_
3. Step sister_x000D_
4. Adoptive sister_x000D_
5. Foster sister_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Full brother_x000D_
2. Half brother_x000D_
3. Step brother_x000D_
4. Adoptive brother_x000D_
5. Foster brother_x000D_

Question "{Are you/Is {NAME}} a ..."_x000D_
----_x000D_
1. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_
2. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_
3. Female guardian_x000D_
4. Male guardian_x000D_
5. Daughter/son of {CHILD}'s parent's partner_x000D_
6. Other relative of {CHILD}'s parent's partner_x000D_
7. Other nonrelative (Please specify):_x000D_

Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"_x000D_
_x000D_
InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Which of the following describes {your/{NAME}'s} race? You may choose more than one."_x000D_
_x000D_
InstResp “For the purposes of this study, Hispanic origins are not races. _x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or other Pacific Islander_x000D_
5. White_x000D_

Question “Though we may have asked you about {CHILD}'s ethnicity and race before, we have a few more questions. Is {CHILD} Hispanic or {Latino/Latina}?”_x000D_
_x000D_
InstResp “While we asked about this before, we have some additional questions about {CHILD}'s ethnicity.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Mexican, Mexican American or Chicano_x000D_
2. Puerto Rican_x000D_
3. Cuban_x000D_
4. Other Spanish/Hispanic/Latino group_x000D_

Question “{Though we may have asked you about {CHILD}'s race before, we have a few more questions.} Is {CHILD} a member of an Asian group?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which of the following Asian groups best describes {CHILD}'s origin? _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Asian Indian_x000D_
2. Chinese_x000D_
3. Filipino_x000D_
4. Japanese_x000D_
5. Korean_x000D_
6. Vietnamese_x000D_
7. Hmong_x000D_
8. Other Asian_x000D_

Question “Is {CHILD} a member of a Pacific Islander group?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question0 "Which of the following Pacific Islander groups best describes {CHILD}'s origin?"_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Native Hawaiian_x000D_
2. Guamanian or Chamorro_x000D_
3. Samoan_x000D_
4. Other Pacific Islander_x000D_

Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"_x000D_
----_x000D_
1. Married_x000D_
2. Seperated_x000D_
3. Divorced_x000D_
4. Widowed_x000D_
5. Never married_x000D_
6. Civil union/domestic partnership_x000D_
7. I don't know (Please explain):_x000D_

Question “To save time, if we contact you or another parent or guardian of {CHILD} in the future, we will include these first names, ages, and genders of your household members in that survey. This allows for review and updating of the information you provided here, rather than having to enter everything a second time. _x000D_
_x000D_
Please press the Next button to continue."_x000D_
_x000D_
“I do NOT provide my permission to fill these names, ages, and gender information into future surveys on {CHILD}.”

Question “Now we would like to ask about {CHILD’S} home environment. How often does {CHILD}:_x000D_
_x000D_
Count objects?”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Add or subtract things?”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Write numbers?”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Match or identify shapes?”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “How often does {CHILD}:_x000D_ _x000D_ Play cards or board games?”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
Question “Play with jigsaw puzzles?”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
Question “Play with blocks or construction toys?”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
Question “Identify or create patterns?”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
Question “How often does {CHILD}:_x000D_ _x000D_ Put objects in order (for example, small to large)?”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_

Question “Measure things (for example, using a ruler, in cooking, etc.)?”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Keep score in games?”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Answer/ask questions about “How many things are there?” (for example, “How many plates are on the table?”)?”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “How often do you play number games or talk about numbers with {CHILD}?”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month_x000D_
3. Less than once a week_x000D_
4. Once a week_x000D_
5. 2 to 3 times a week_x000D_
6. Every day_x000D_
7. More than once a day_x000D_

Question “How much does {CHILD} enjoy number or math activities like counting objects, making patterns, measuring things, etc.?”_x000D_
----_x000D_
1. Not at all_x000D_
2. A little_x000D_
3. A fair amount_x000D_
4. Much_x000D_
5. Very much_x000D_

Question “How much do you agree or disagree with the following statements about what it is usually like living in your home? _x000D_
_x000D_
We almost always seem to be rushed.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “We are usually able to stay on top of things.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “No matter how hard we try, we always seem to be running late.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “No matter what our family plans, it usually doesn’t seem to work out.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “How much do you agree or disagree with the following statements about what it is usually like living in your home? _x000D_
_x000D_
You can’t hear yourself think.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “It is a good place to relax.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The atmosphere is calm.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “In the morning, we have a regular routine.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “In the past week, how often did {CHILD} read to {himself/herself} or to others outside of school?”_x000D_
_x000D_
InstResp “Please include reading in any language.”_x000D_
----_x000D_
1. Never_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question “Generally, how long did {CHILD} read to {himself/herself} at each of these times?”_x000D_
_x000D_
InstResp “Please include reading in any language.”_x000D_
_x000D_
Pre-unit “Minutes:”_x000D_
_x000D_
Watermark “Enter minutes”

Question “Do you have the following in your home that {CHILD} may use?_x000D_
_x000D_
Smartphone”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “Cell phone (for example, not a smartphone or other phone that can also access the internet)”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “Tablet (for example, iPad or other tablet)”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “Laptop or desktop computer”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “Do you have the following in your home that {CHILD} may use?_x000D_
_x000D_
Reading device (for example, Kindle or Fire)”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “iPod”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “Electronic assistant or smart speaker (for example, Alexa, Google Assistant, or Siri)”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “Game system (for example, Playstation, Wii, or Xbox, or handheld devices such as a Nintendo DS or Sony PSP)”_x000D_
----_x000D_
1. Yes, {CHILD} shares this with other family member(s)_x000D_
2. Yes, {CHILD} has {his/her} own_x000D_
3. No_x000D_

Question “On any given weekday, how much time does {CHILD} spend watching shows, movies, and videos?”_x000D_
_x000D_
InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not watch shows, movies, or videos, enter '0' in both the “Hours” and "Minutes" section." _x000D_
_x000D_
Pre-unit “Hours:” _x000D_
_x000D_
Watermark "Enter hours"

Pre-unit “Minutes:” _x000D_
_x000D_
Watermark "Enter minutes"

Question “On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games?” _x000D_
_x000D_
InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter '0' in both the “Hours” and "Minutes" sections." _x000D_
_x000D_
Pre-unit “Hours:” _x000D_
_x000D_
Watermark "Enter hours"

Pre-unit “Minutes:” _x000D_
_x000D_
Watermark "Enter minutes"

Question “In an average week, how often does {CHILD} use a home computer or other digital device to play with programs that teach {him/her} something, like math or reading skills?”_x000D_
----_x000D_
1. Never_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question “How often does {CHILD} have a TV, smartphone, tablet, or laptop in {his/her} room overnight?”_x000D_
----_x000D_
1. Every night_x000D_
2. Most nights_x000D_
3. Some nights_x000D_
4. Hardly ever_x000D_
5. Never_x000D_

Question “How often do you or another adult in the household join {CHILD} when {he/she} is doing the following? _x000D_
_x000D_
Watch shows, movies, and videos with {him/her}”_x000D_
----_x000D_
1. Most of the time_x000D_
2. Some of the time_x000D_
3. Hardly ever_x000D_
4. Never_x000D_
5. {CHILD} does not do this_x000D_

Question “Play video, computer, or mobile games with {him/her}”_x000D_
----_x000D_
1. Most of the time_x000D_
2. Some of the time_x000D_
3. Hardly ever_x000D_
4. Never_x000D_
5. {CHILD} does not do this_x000D_

Question “Do you have Internet (cable, Wifi, wireless, or DSL) in your home?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} use any digital device(s) to get on the Internet in your home?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Do you monitor what {CHILD} looks at online, or what websites and accounts {CHILD} can join online?” _x000D_
_x000D_
InstResp “Include everything the child may look at online, such as websites, email, videos, movies, television shows, online games, chat rooms, and picture or social media sites such as Instagram, TikTok, Snapchat, YouTube, Twitter, and Facebook.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Do you ever use any type of software, app, or device to monitor or limit {CHILD}'s access to the Internet?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Are there family rules about how many hours {CHILD} may spend on screen time?”_x000D_
_x000D_
InstResp “Screen time refers to the amount of time the child is using a TV, computer, or any other digital device in which the child is looking at a screen during use.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In what ways do you limit {CHILD}'s screen time?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. With a device or app_x000D_
2. Ask my child to end screen time_x000D_
3. Redirect my child to other activity_x000D_
4. Take away the device from my child_x000D_
91. Other (Please specify):_x000D_

Question “Are there family rules for {CHILD} about any of the following…_x000D_
_x000D_
What shows, movies, and videos {CHILD} can watch during screen time?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How early or late {CHILD} may watch shows, movies, and videos during screen time?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Now we'd like to ask you about some of the activities your child might do. Has {CHILD} ever participated in any of the following activities?”_x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics_x000D_
2. Dance groups, classes, or lessons_x000D_
3. Music, for example, piano, instrumental music, or singing lessons_x000D_
4. Drama groups, classes, or lessons_x000D_
5. Art groups, classes, or lessons, for example, painting, drawing, sculpture_x000D_
6. Craft groups, classes, or lessons_x000D_
7. Language groups, classes, or lessons (to learn English or another language)_x000D_
8. None of the above_x000D_

Question “In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?”_x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. Visited a library or bookstore (Do not count visiting a library or bookstore online. We are asking about in- person visits to a library or bookstore.)_x000D_
2. Gone to a play, concert, or other live show_x000D_
3. Visited an art gallery, museum, or historical site_x000D_
4. Visited a zoo, aquarium, or petting farm_x000D_
5. Attended an athletic or sporting event in which {CHILD} was not a player_x000D_
6. Gone to a park, beach, or nature preserve_x000D_
7. None of these_x000D_

Question “Outside of school hours, has {CHILD} ever participated in:_x000D_
_x000D_
Religious activities or instruction at a church, mosque, synagogue, or other place of worship?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Volunteer work or community service?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?”_x000D_
----_x000D_
1. Never_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question “Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?”_x000D_
----_x000D_
1. Not at all safe_x000D_
2. Somewhat safe_x000D_
3. Very safe_x000D_

Question “How much of a problem are the following in the block or area around your home?_x000D_
_x000D_
Selling or using drugs or excessive drinking in public”_x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. No problem_x000D_

Question “Burglary or robbery”_x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. No problem_x000D_

Question “Violent crimes like drive-by shootings”_x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. No problem_x000D_

Question “Vacant houses and buildings”_x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. No problem_x000D_

Question “Do you have the following places or activities in your neighborhood or in the area nearby your home? Please select whether you have these things, regardless of whether you use them or not.” _x000D_
_x000D_
InstrResp “Select all that apply”_x000D_
----_x000D_
1. A recreation center_x000D_
2. Organized activities such as Little League or soccer_x000D_
3. A community or neighborhood association_x000D_
4. A community pool_x000D_
5. A community park or playground area_x000D_
6. A library or bookmobile_x000D_
7. A program that has after-school activities for children (for example, a Boys’ or Girls’ Club of America)_x000D_
8. A grocery store_x000D_
9. A hospital_x000D_
10. None of the above_x000D_

Question “During the last five days {CHILD} was in school, how many breakfasts did {he/she} eat that were NOT school breakfasts.” _x000D_
_x000D_
InstResp “By breakfast we mean breakfasts eaten at home, at childcare, or at school, but not part of a school breakfast program. Please count only one breakfast per day.”_x000D_
_x000D_
Pre-unit “Breakfasts:”_x000D_
_x000D_
Watermark “Number of breakfasts”

Question “Where did {CHILD} eat these breakfasts?_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. At home_x000D_
2. At a relative’s or friend’s home_x000D_
3. At a child care location_x000D_
4. At school, but not part of school breakfast_x000D_
5. At a restaurant, including food taken out from fast food restaurants_x000D_
91. Somewhere else (Please specify):_x000D_

Question “In a typical week, please indicate the number of days your family eats any meal together.”_x000D_
_x000D_
InstResp “By family, we mean at least one adult and one child.”_x000D_
_x000D_
Pre-unit “Meals:”_x000D_
_x000D_
Watermark "Enter a number"

Question “In a typical week, please indicate the number of days your family eats an evening meal together.”_x000D_
_x000D_
InstResp “By family, we mean at least one adult and one child.”_x000D_
_x000D_
Pre-unit “Evening meals:”_x000D_
_x000D_
Watermark "Enter a number"

Question “How often does someone in your family talk with {CHILD} about {his/her} ethnic or racial heritage?”_x000D_
----_x000D_
1. Never_x000D_
2. Almost never_x000D_
3. Several times a year_x000D_
4. Several times a month_x000D_
5. Several times a week or more_x000D_

Question “How often does someone in your family talk with {CHILD} about your family's religious beliefs or traditions?”_x000D_
----_x000D_
1. Never_x000D_
2. Almost never_x000D_
3. Several times a year_x000D_
4. Several times a month_x000D_
5. Several times a week or more_x000D_

Question “On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night, or does {his/her} bedtime vary a lot from night to night?”_x000D_
----_x000D_
1. Has usual bedtime_x000D_
2. Bedtime varies_x000D_

Question “On an average school night, how many hours of sleep does {CHILD} get?”_x000D_
_x000D_
Pre-unit “Hours:” _x000D_
_x000D_
Watermark "Enter hours"

Pre-unit “Minutes:” _x000D_
_x000D_
Watermark "Enter minutes"

Question "Next we would like to ask about {CHILD’s} social skills and behavior._x000D_
_x000D_
Please indicate how often {CHILD} acts in the following ways._x000D_
_x000D_
Easily joins others in play."_x000D_
_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Responds appropriately to teasing."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Makes and keeps friends."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Comforts or helps others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Worries about things."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Listens carefully to others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Acts sad or depressed."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Controls {his/her} temper."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways._x000D_
_x000D_
Cooperates with family members."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Keeps working at something until {he/she} is finished."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Argues with others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Fights with others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Shows interest in a variety of things."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has a tantrum when {he/she} does not get {his/her} way."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Concentrates on a task and ignores distractions."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Easily becomes angry."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Acts lonely."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Helps with chores."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has a problem being accepted and liked by others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Acts impulsively."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question " Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Says bad things about self."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Is eager to learn new things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question “Hyperactive."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Is creative in work or in play."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Fidgets or moves too much."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Is aggressive toward people or objects."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Withdraws from others."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

Question "Has low energy or is lethargic."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Acts anxious with others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Says nobody likes {him/her}."_x000D_
_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has sleeping problems."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Disobeys rules or requests."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Question "Gets embarrassed easily."_x000D_ _x000D_ GroupCopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ _x000D_ CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

Question "Has eating problems."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please rate how true each of these statements is for {CHILD}. _x000D_
_x000D_
Can wait before entering into new activities if asked to."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Has trouble sitting still when told to (story time, etc.)."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Is good at following instructions."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Please rate how true each of these statements is for {CHILD}. _x000D_
_x000D_
Approaches places that {he/she} thinks might be "risky" slowly and cautiously."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Can easily stop an activity when told "no.""_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question “Now please rate how much each of these statements is like {CHILD}. _x000D_
_x000D_
Plays with single toy for long periods of time.”_x000D_
----_x000D_
1. Not at all like {CHILD}_x000D_
2. Somewhat unlike {CHILD}_x000D_
3. Neither like nor unlike {CHILD}_x000D_
4. Somewhat like {CHILD}_x000D_
5. A lot like {CHILD}_x000D_

Question “Persists at a task until successful.”_x000D_
----_x000D_
1. Not at all like {CHILD}_x000D_
2. Somewhat unlike {CHILD}_x000D_
3. Neither like nor unlike {CHILD}_x000D_
4. Somewhat like {CHILD}_x000D_
5. A lot like {CHILD}_x000D_

Question “Goes from toy to toy quickly.”_x000D_
----_x000D_
1. Not at all like {CHILD}_x000D_
2. Somewhat unlike {CHILD}_x000D_
3. Neither like nor unlike {CHILD}_x000D_
4. Somewhat like {CHILD}_x000D_
5. A lot like {CHILD}_x000D_

Question “Gives up easily when difficulties are encountered.”_x000D_
----_x000D_
1. Not at all like {CHILD}_x000D_
2. Somewhat unlike {CHILD}_x000D_
3. Neither like nor unlike {CHILD}_x000D_
4. Somewhat like {CHILD}_x000D_
5. A lot like {CHILD}_x000D_

Question “With a difficult toy, gives up quite easily."_x000D_
----_x000D_
1. Not at all like {CHILD}_x000D_
2. Somewhat unlike {CHILD}_x000D_
3. Neither like nor unlike {CHILD}_x000D_
4. Somewhat like {CHILD}_x000D_
5. A lot like {CHILD}_x000D_

Question “How much do you agree or disagree with the following statements about {CHILD}._x000D_
_x000D_
{CHILD} becomes sad when other children are sad.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “{CHILD} gets upset seeing another child being punished for being naughty.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “{CHILD} seems to react to the moods of people around {him/her}.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “{CHILD} gets upset when another person is acting upset.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “{CHILD} cries or gets upset when seeing another child cry.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “How much time {do you/does {NAME}} or another adult male in your home spend playing with {CHILD} on a typical school day?”_x000D_
----_x000D_
0. No time_x000D_
1. Less than 5 minutes_x000D_
2. 5 - 9 minutes_x000D_
3. 10 - 15 minutes_x000D_
4. 16 - 30 minutes_x000D_
5. 31 - 45 minutes_x000D_
6. 46 minutes to one hour_x000D_
7. More than one hour, but less than 2 hours_x000D_
8. Two hours or more, but less than three hours_x000D_
9. Three hours or more_x000D_

Question “Since {CHILD} was born, how often has it been very hard to get by on your family's income? That is, how hard has it been to cover the basics like food or housing?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Somewhat often_x000D_
4. Very often_x000D_

Question “The next questions are about events that may have happened during {CHILD}'s life. These things can happen in any family, but some people may feel uncomfortable with these questions. Remember, you may skip any questions that you do not want to answer._x000D_
_x000D_
To the best of your knowledge, has {CHILD} EVER experienced any of the following?_x000D_
_x000D_
A parent or guardian divorced or separated”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “A parent or guardian died”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} witnessed violence in {his/her} neighborhood”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} was a victim of violence or abuse”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} was treated or judged unfairly because of {his/her} race or ethnic group”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} was treated or judged unfairly due to {his/her} physical appearance or a disability”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} experienced some other serious event”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “For the next set of statements, please select whether each statement is completely true, mostly true, somewhat true, or not at all true._x000D_
_x000D_
{CHILD} and I often have warm, close times together.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “Most of the time I feel that {CHILD} likes me and wants to be near me.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “Even when I'm in a bad mood, I show {CHILD} a lot of love.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “I express affection by hugging, kissing, and holding {CHILD}.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “For the next set of statements, please select whether each statement is completely true, mostly true, somewhat true, or not at all true._x000D_
_x000D_
Being a parent is harder than I thought it would be.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “{CHILD} does things that really bother me.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “I often feel angry with {CHILD}.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “Do you ever spank {CHILD}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Sometimes kids do as they are told and sometimes they don't. About how many times, if any, have you spanked {CHILD} in the past week?”_x000D_
_x000D_
Watermark “Enter number”

Question “Most children get angry with their parents from time to time. If {CHILD} got so angry that {he/she} hit you, what would you do? Would you…”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. {Spank {him/her}}_x000D_
2. Have {him/her} take a time out_x000D_
3. Hit {him/her} back_x000D_
4. Talk to {him/her} about what {he/she} did wrong_x000D_
5. Ignore it_x000D_
6. Make {him/her} do some work around the house_x000D_
7. Make fun of {him/her}_x000D_
8. Make {him/her} apologize_x000D_
9. Take away a privilege_x000D_
10. Give a warning_x000D_
11. Yell at {CHILD} or threaten {him/her}_x000D_
91. Something else? (Please specify):_x000D_

Question “Now we would like to ask about {CHILD}’s health and well-being._x000D_
_x000D_
How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?”_x000D_
----_x000D_
1. Never been to dentist or dental hygienist for dental care_x000D_
2. Less than 6 months_x000D_
3. 6 months to less than 1 year_x000D_
4. 1 year to 2 years_x000D_
5. More than 2 years_x000D_

Question “How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?”_x000D_
_x000D_
InstResp “Routine health care may include check-ups or immunization appointments.”_x000D_
----_x000D_
1. Never had routine health care_x000D_
2. Less than 6 months_x000D_
3. 6 months to less than 1 year_x000D_
4. 1 year to 2 years_x000D_
5. More than 2 years_x000D_

Question “Has {CHILD} had an ear infection since entering kindergarten?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Has {CHILD} had an ear ache since entering kindergarten?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Since entering kindergarten, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?”_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Number of times”

Question “How have {CHILD}’s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since {she/he} entered kindergarten?” _x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. No treatment/watch and wait_x000D_
2. Decongestants, antihistamines, or allergy medication_x000D_
3. Antibiotics_x000D_
4. Ear tubes were put into {CHILD}’s ears_x000D_
5. Analgesics (for example, fever reducer or pain reliever)_x000D_
6. Ear drops_x000D_
7. Flushing the ear, irrigation, or taking out ear wax_x000D_
8. Took out tonsils or adenoids_x000D_
9. Chiropractic treatments_x000D_
10. {CHILD} did not go to doctor, nurse, or medical professional_x000D_
91. Other (Please specify):_x000D_

Question “Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} has had surgery to place tubes in {his/her} ears?” _x000D_
_x000D_
InstResp “Please consider all surgeries since the start of kindergarten if {CHILD} had more than one to place ear tubes.”_x000D_
----_x000D_
1. Right ear_x000D_
2. Left ear_x000D_
3. Both ears_x000D_

Question “Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill?”_x000D_
_x000D_
InstResp “This includes {Medicaid/ {or STATE NAME FOR MEDICAID}}.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?”_x000D_
_x000D_
Pre-unit “Days”_x000D_
_x000D_
Watermark “Number of days”

Question “How tall is {CHILD} without shoes?” _x000D_ _x000D_ InstResp “Your best guess is fine.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in feet and inches_x000D_ 2. Answer in meters and centimeters_x000D_
Question “Please answer for how tall {CHILD} is in feet and inches without shoes. _x000D_ _x000D_ Unit "and"_x000D_ _x000D_ Watermark: “Enter feet”
Watermark: “Enter inches”
Question “Please answer for how tall {CHILD} is in meters and centimeters without shoes.”_x000D_ _x000D_ Unit “and”_x000D_ _x000D_ Watermark “Enter meters”
Watermark: “Enter centimeters”
Question “How much does {CHILD} weigh without shoes?”_x000D_ _x000D_ InstResp “Your best guess is fine.”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Answer in pounds_x000D_ 2. Answer in kilograms_x000D_
Question “Please answer for how much {CHILD} weighs in pounds without shoes.”_x000D_ _x000D_ Watermark: “Enter pounds”
Question “Please answer for how much {CHILD} weighs in kilograms without shoes._x000D_ _x000D_ Watermark: “Enter kilograms”

Question “For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age. _x000D_
_x000D_
{CHILD} is independent and takes care of {himself/herself} …”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} pays attention ….”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} learns, thinks, and solves problems …”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} shows good coordination in moving {his/her} arms and legs…”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} behaves and relates to other children…”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} behaves and relates to adults …”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “Thinking about {CHILD}'s overall activity level, would you say {he/she} is …”_x000D_
----_x000D_
1. Less active than other children of {his/her} age?_x000D_
2. About as active?_x000D_
3. Slightly more active?_x000D_
4. A lot more active than other children of {his/her} age?_x000D_

Question “Does {CHILD} have any emotional or psychological difficulties?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Do you think {CHILD}’s emotional or psychological difficulties are a mild problem, a moderate problem, or a severe problem?”_x000D_
----_x000D_
1. Mild problem_x000D_
2. Moderate problem_x000D_
3. Severe problem_x000D_

Question “Has {CHILD} ever been evaluated by a professional because of an issue with {independence and taking care of {himself/herself}{,} {or}/paying attention{,} {or}/learning, thinking, and solving problems{,} {or}/ coordination in moving {his/her} arms and legs{,} {or}/behaving and relating to other children{,} {or}/ behaving and relating to adults{,} {or}/{his/her} overall activity level{,} {or}/{his/her} emotional or psychological difficulties}?”_x000D_
_x000D_
InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did you obtain a diagnosis or diagnoses of a problem from a professional?”_x000D_
_x000D_
InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What was the diagnosis or were the diagnoses?” _x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Learning disability (including dyslexia, dyscalculia, and dysgraphia)_x000D_
2. Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)_x000D_
3. Developmental delay_x000D_
4. Asperger’s syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder_x000D_
5. Intellectual or cognitive disability_x000D_
6. Orthopedic impairment_x000D_
7. Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia)_x000D_
8. Traumatic brain injury_x000D_
9. Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)_x000D_
91. Other (Please specify):_x000D_

Question “What type of learning disability does {CHILD} have?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Dyslexia_x000D_
2. Dyscalculia_x000D_
3. Dysgraphia_x000D_
91. Other (Please specify):_x000D_

Question “What type of autistic spectrum disorder does {CHILD} have?”_x000D_
----_x000D_
1. Asperger's syndrome_x000D_
2. Autism_x000D_
3. Pervasive developmental disorder (PDD)_x000D_
4. Rett syndrome_x000D_
5. Childhood disintegrative disorder (CDD)_x000D_
91. Other (Please specify):_x000D_

Question “What type of emotional disturbance does {CHILD} have?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Panic disorder_x000D_
2. Separation anxiety disorder_x000D_
3. Obsessive compulsive disorder_x000D_
4. Generalized anxiety disorder_x000D_
5. Other anxiety disorder_x000D_
6. Bipolar disorder_x000D_
7. Depression_x000D_
8. Oppositional defiant disorder (ODD)_x000D_
9. Eating disorders_x000D_
10. Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)_x000D_
11. Schizophrenia_x000D_
91. Other (Please specify):_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?”_x000D_
_x000D_
SaVisible “True”_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?_x000D_ _x000D_ Years:”_x000D_ _x000D_ Watermark “Enter age in years”
Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/ autism/Asperger’s syndrome/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?_x000D_ _x000D_ Years:”_x000D_ _x000D_ Watermark “Enter age in years”
Question “What was the month and year when the diagnosis was made?” _x000D_ _x000D_ InstResp “If there was more than one diagnosis, report the earliest.”_x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”
Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”
Question “Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/Attention deficit disorder (ADD) / Attention-deficit hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder/intellectual or cognitive disability/orthopedic impairment/emotional disturbance/traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “Is {CHILD} medicated for ADD or ADHD to help with behavior at school, at home, or both?”_x000D_
----_x000D_
1. At school_x000D_
2. At home_x000D_
3. Both at school and at home_x000D_

Question “How long has {CHILD} taken such prescription medicine for {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder /intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} in total?”_x000D_
----_x000D_
1. Less than one month_x000D_
2. Less than a year_x000D_
3. 1 to 2 years_x000D_
4. 3 to 4 years_x000D_
5. 5 years or more_x000D_

Question “For the next question, please base your answer on how {CHILD} compares to other children of the same age. {CHILD} pronounces words, communicates with, and understands others:”_x000D_
_x000D_
InstResp “If {CHILD} differs on any of these, answer for the area in which the child has the most difficulty.”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did or does {CHILD} have any of the following? _x000D_
_x000D_
Problem with talking too loudly”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Problem with talking too softly”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “A problem chewing”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “A problem swallowing”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did or does {CHILD} have any of the following? _x000D_
_x000D_
A problem with stuttering”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “A cleft lip and/or palate”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Abnormalities of the face or head”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Malformation of the ear”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Has {CHILD} ever been evaluated by a professional because of {his/her} ability to communicate?” _x000D_
_x000D_
InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which best describes {CHILD}’s hearing?”_x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Excellent_x000D_
2. Good_x000D_
3. A little trouble hearing_x000D_
4. Moderate trouble hearing_x000D_
5. A lot of trouble hearing_x000D_
6. Deaf_x000D_

Question “Please indicate whether the following statement describes {CHILD}'s hearing.
_x000D_
_x000D_
{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.” _x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear.” _x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Is {CHILD}’s hearing worse in one ear?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which best describes {CHILD}'s hearing in {his/her} worse ear?” _x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Excellent_x000D_
2. Good_x000D_
3. A little trouble hearing_x000D_
4. Moderate trouble hearing_x000D_
5. A lot of trouble hearing_x000D_
6. Deaf_x000D_

Question “Has {CHILD}'s hearing ever been evaluated by a professional?”_x000D_
_x000D_
InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional._x000D_
_x000D_
For the hearing and vision questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did you obtain a diagnosis of a problem from a professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Awaiting evaluation_x000D_

Question “What was the diagnosis?” _x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Ear wax_x000D_
2. Ear canal deformity_x000D_
3. Ear infection_x000D_
4. Fluid in the ear_x000D_
5. Eardrum problem_x000D_
6. Illness_x000D_
7. Cytomegalovirus (CMV)_x000D_
8. Ototoxic exposure to drugs or medicines_x000D_
9. Noise exposure_x000D_
10. Genetic cause_x000D_
11. Injury or trauma to head and neck_x000D_
12. Ear or facial surgery_x000D_
13. Nerve deafness_x000D_
14. Central auditory processing disorder_x000D_
15. Deafness_x000D_
16. Hearing loss, cause unknown_x000D_
91. Other (Please specify):_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?”_x000D_
_x000D_
SaVisble “True”_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?”_x000D_
_x000D_
Pre-unit: “Months:”_x000D_
_x000D_
Watermark “Enter months”

Question “How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?_x000D_
_x000D_
Years:”_x000D_
_x000D_
Watermark: “Enter years”

Question “What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed?” _x000D_
_x000D_
InstResp “If there was more than one diagnosis, enter the month and year for the earliest diagnosis.”_x000D_
_x000D_
Watermark “Enter the month”_x000D_
_x000D_
“Don’t know”

Pre-unit “Year:”_x000D_
_x000D_
Watermark “Enter the year”

Question “Has {CHILD} ever worn a hearing aid?”_x000D_
----_x000D_
1. Yes, currently_x000D_
2. Yes, in the past_x000D_
3. No_x000D_

Question “At what age was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_
_x000D_
InstResp “This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.”_x000D_
_x000D_
SaVisible “True”_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_
_x000D_
Pre-unit “Months:”_x000D_
_x000D_
Watermark “Enter months”

Question “At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_
_x000D_
Pre-unit “Years:”_x000D_
_x000D_
Watermark “Enter years”

Question “How often does {CHILD} use the hearing aid(s) in school?”_x000D_
----_x000D_
1. All of the time_x000D_
2. Most of the time_x000D_
3. Sometimes_x000D_
4. Rarely_x000D_
5. Never_x000D_

Question “Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid{s}. _x000D_
_x000D_
{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Has a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “At what age was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_
_x000D_
SaVisible “True”_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”
Question “At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
Question “Does {CHILD} have a cochlear implant?”_x000D_ ----_x000D_ 1. Yes, one ear only – right ear_x000D_ 2. Yes, one ear only – left ear_x000D_ 3. Yes, in both ears_x000D_ 4. No_x000D_
Question “In what year was it implanted?”_x000D_ _x000D_ Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”_x000D_ _x000D_ “Don’t know”
Question “How old was {CHILD} when it was implanted?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_
Question “How old was {CHILD}, in months, when it was implanted?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”
Question “How old was {CHILD}, in years, when it was implanted?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”

Question “In what years were they implanted?”_x000D_ _x000D_ Unit “and” _x000D_ _x000D_ Watermark “Enter year for left ear”
Watermark “Enter year for right ear”
Question “How old was {CHILD} when they were implanted?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_
Question “How old was {CHILD} when they were implanted in the left ear?”_x000D_ _x000D_ Pre-unit “Age in months:”_x000D_ _x000D_ Watermark “Enter age in months for left ear”
Question “How old was {CHILD} when they were implanted in the left ear?”_x000D_ _x000D_ Pre-unit “Age in years:”_x000D_ _x000D_ Watermark “Enter age in years for left ear”
Question “And in the right ear?”_x000D_ _x000D_ Pre-unit “Age in months:”_x000D_ _x000D_ Watermark “Enter age in months for right ear”_x000D_ _x000D_ “Don’t know”
Question “And in the right ear?”_x000D_ _x000D_ Pre-unit “Age in years:”_x000D_ _x000D_ Watermark “Enter age in years for right ear”
Question “Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s). _x000D_ _x000D_ {CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Now I want to ask you about {CHILD}’s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance, things up close like letters on paper, or both?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes, seeing things up close_x000D_
2. Yes, seeing things in the distance_x000D_
3. Yes, both_x000D_
4. No_x000D_

Question “Has {CHILD}'s vision ever been evaluated by an eye care professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did you obtain a diagnosis of a vision-related problem from an eye care professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Awaiting evaluation_x000D_

Question “What was the diagnosis?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Nearsightedness (Myopia)_x000D_
2. Farsighted (Hyperopia)_x000D_
3. Color blindness or deficiency_x000D_
4. Astigmatism_x000D_
5. Crossed or wandering eye (Strabismus)_x000D_
6. Amblyopia or “lazy eye”_x000D_
7. Retinopathy_x000D_
8. Blindness_x000D_
9. Condition requiring glasses – Specific condition unspecified_x000D_
91. Other (Please specify):_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem was made?” _x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Quesiton “How old was {CHILD}, in months, when the first diagnosis of a problem was made?”_x000D_
_x000D_
Pre-unit “Months:”_x000D_
_x000D_
Watermark “Enter months”

Question “How old was {CHILD}, in years, when the first diagnosis of a problem was made?”_x000D_
_x000D_
Pre-unit “Years:”_x000D_
_x000D_
Watermark “Enter years”

Question “What was the month and year the diagnosis was made?” _x000D_
_x000D_
InstResp “If there was more than one diagnosis, report the earliest.”_x000D_
_x000D_
Pre-unit “Month:”_x000D_
_x000D_
Watermark “Enter month”

Pre-unit “Year:”_x000D_
_x000D_
Watermark “Enter the year”

Question “Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often does {CHILD} wear glasses or contact lenses?”_x000D_
----_x000D_
1. All of the time_x000D_
2. Most of the time_x000D_
3. Sometimes_x000D_
4. Rarely_x000D_
5. Never_x000D_
6. Child does not have glasses or contacts_x000D_

Question “Does {CHILD} have glasses or contact lenses?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Do {CHILD}’s glasses or contacts help {him/her} see things up close, see things in the distance, or both?”_x000D_
----_x000D_
1. See things up close_x000D_
2. See things in the distance_x000D_
3. Both_x000D_

Question “Would you say {CHILD}'s health is …”_x000D_
----_x000D_
1. Excellent_x000D_
2. Very good_x000D_
3. Good_x000D_
4. Fair, or_x000D_
5. Poor?_x000D_

Question “During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?”_x000D_
_x000D_
InstResp “Children with disabilities include children with developmental delays, communication impairments, or special health care needs.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?”_x000D_
_x000D_
InstResp “Children with disabilities include children with developmental delays, communication impairments, or special health care needs.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs._x000D_
_x000D_
Speech or language therapy”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Occupational therapy”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Physical therapy”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Vision services”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Hearing services”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs._x000D_
_x000D_
Social work services”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Psychological services”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Home visits”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Parent support or training”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Special class with other children some or all of whom also had special needs”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs._x000D_ _x000D_ Private tutoring or schooling for learning problems”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Instruction in Braille”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Instruction in sign language, Cued Speech, ASL, total communication (TOCO)”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Any other service (Please specify:)”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “How old was {CHILD} when {this service/the earliest of these services} began?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_

Question “How old was {CHILD}, in months, when {this service/the earliest of these services} began?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”
Question “How old was {CHILD}, in years, when {this service/the earliest of these services} began?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
Question “What was the month and year when {{CHILD} first received {{NAME OF SINGLE SERVICE}/{this service}/{the first of these services began}}? _x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter the month”
Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
Question “Is {CHILD} still receiving {this service/any of these services}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “What was the month and year when {{CHILD} last received {NAME OF SINGLE SERVICE}/the last of these services was received}?” _x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”
Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”
Question “During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she} participate in a special education program?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?”_x000D_
----_x000D_
1. Completely satisfied_x000D_
2. Very satisfied_x000D_
3. Fairly satisfied_x000D_
4. Somewhat satisfied_x000D_
5. Very dissatisfied_x000D_

Question “Now, we have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?” _x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “During this school year, have other children ever told lies or untrue stories about {CHILD}?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way. _x000D_
_x000D_
How often during the past week have you…_x000D_
_x000D_
Felt that you were bothered by things that don't usually bother you?”_x000D_
----_x000D_
1. Never_x000D_
2. Some of the time_x000D_
3. A moderate amount of time_x000D_
4. Most of the time_x000D_

Quesiton “Felt that you did not feel like eating, that your appetite was poor?”_x000D_
----_x000D_
1. Never_x000D_
2. Some of the time_x000D_
3. A moderate amount of time_x000D_
4. Most of the time_x000D_

Question “Felt that you could not shake off the blues even with help from your family or friends?”_x000D_
----_x000D_
1. Never_x000D_
2. Some of the time_x000D_
3. A moderate amount of time_x000D_
4. Most of the time_x000D_

Question “Felt that you had trouble keeping your mind on what you were doing?”_x000D_
----_x000D_
1. Never_x000D_
2. Some of the time_x000D_
3. A moderate amount of time_x000D_
4. Most of the time_x000D_

Question “How often during the past week have you…_x000D_
_x000D_
Felt depressed?”_x000D_
----_x000D_
1. Never_x000D_
2. Some of the time_x000D_
3. A moderate amount of time_x000D_
4. Most of the time_x000D_

Question “Felt that everything you did was an effort?”_x000D_
----_x000D_
1. Never_x000D_
2. Some of the time_x000D_
3. A moderate amount of time_x000D_
4. Most of the time_x000D_

Question “Felt fearful?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Some of the time_x000D_ 3. A moderate amount of time_x000D_ 4. Most of the time_x000D_
Question “Felt that your sleep was restless?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Some of the time_x000D_ 3. A moderate amount of time_x000D_ 4. Most of the time_x000D_
Question “How often during the past week have you…_x000D_ _x000D_ Felt that you talked less than usual?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Some of the time_x000D_ 3. A moderate amount of time_x000D_ 4. Most of the time_x000D_
Question “Felt lonely?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Some of the time_x000D_ 3. A moderate amount of time_x000D_ 4. Most of the time_x000D_
Question “Felt sad?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Some of the time_x000D_ 3. A moderate amount of time_x000D_ 4. Most of the time_x000D_
Question “Felt that you could not get going?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Some of the time_x000D_ 3. A moderate amount of time_x000D_ 4. Most of the time_x000D_

Question “Now, we would like to ask you about your health. In general, would you say that your health is…”_x000D_
----_x000D_
1. Excellent_x000D_
2. Very good_x000D_
3. Good_x000D_
4. Fair, or_x000D_
5. Poor?_x000D_

Question “During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?”_x000D_
----_x000D_
1. A lot of stress_x000D_
2. A moderate amount of stress_x000D_
3. Relatively little stress_x000D_
4. Almost no stress at all_x000D_

Question “During the past 12 months, to what extent would you agree that the coronavirus pandemic increased your amount of stress?”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Does any impairment or health problem now keep you from working at a job or business?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Are you limited in the kind or amount of work you can do because of any impairment or health problem?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In your day-to-day life over the past year, how often did any of the following things happen to you?_x000D_
_x000D_
You were treated with less courtesy than other people.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_

Question “You were treated with less respect than other people.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_

Question “You received poorer service than other people at restaurants or stores.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_

Question “People acted as if they thought you were not smart.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_

Question “You were called names or insulted.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_

Question “You were threatened or harassed.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_

Question “These next questions are about whether your family is able to afford the food that you need. Please select whether the statement were often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2020._x000D_
_x000D_
{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “The food that {I/we} bought just didn’t last, and {I/we} didn’t have money to get more.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “{I/We} couldn’t afford to eat balanced meals.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often did this happen?”_x000D_
----_x000D_
1. Almost every month_x000D_
2. Some months, but not every month_x000D_
3. In only 1 or 2 months_x000D_

Question “In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, did you lose weight because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often did this happen?”_x000D_
----_x000D_
1. Almost every month_x000D_
2. Some months, but not every month_x000D_
3. In only 1 or 2 months_x000D_

Question “Please select whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2020, for {{CHILD}/children living in the household who are under 18 years old}._x000D_
_x000D_
{I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “In the last 12 months, that is, since last {CURRENT MONTH}, 2020, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often did this happen?”_x000D_
----_x000D_
1. Almost every month_x000D_
2. Some months, but not every month_x000D_
3. In only 1 or 2 months_x000D_

Question “In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During the last 6 months, did you or anyone in your household get free groceries or a free meal because of money problems related to the coronavirus pandemic?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Where did you get free groceries or free meals?”_x000D_
_x000D_
InstResp: Select all that apply._x000D_
----_x000D_
1. Free meals through the school or other programs aimed at children (1)_x000D_
2. Food pantry or food bank_x000D_
3. Home-delivered meal service like Meals on Wheels_x000D_
4. Church, synagogue, temple, mosque or other religious organization_x000D_
5. Shelter or soup kitchen_x000D_
6. Other community program_x000D_
7. Family, friends, or neighbors_x000D_

Question “Does {CHILD} have any biological or adoptive parents who are not currently living in your household?”_x000D_
_x000D_
InstrResp “Please include parents who are deceased.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question ‘Which biological or adoptive parent(s) are not currently living in your household?”_x000D_
_x000D_
InstrResp “Please include parents who are deceased._x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. Biological mother_x000D_
2. Biological father_x000D_
3. Adoptive mother_x000D_
4. Adoptive father_x000D_

We would like to ask a few questions about {CHILD}'s {biological/adoptive} {mother/father}. Is {CHILD}'s {biological/adoptive} {mother/father} currently living? _x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. The {biological/adoptive} {mother/ father} is unknown_x000D_

Question “The next questions are about {CHILD}'s contact with {his/her} parents who live outside the household. _x000D_
_x000D_
{We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.} _x000D_
_x000D_
Please press Next to continue.”

Question “How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Less than one month_x000D_
2. More than a month but less than a year_x000D_
3. More than a year_x000D_
4. No contact since birth_x000D_
5. {Biological/Adoptive} {father/mother} is deceased_x000D_
6. {CHILD} has had no contact with {his/her} {biological/adoptive} {father/mother} since adoption_x000D_
7. {{CHILD} does not have an adoptive {mother/father}}_x000D_
8. {CHILD}’s {biological/adoptive} {father/mother} is not known or was only a donor_x000D_

Question “How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks? _x000D_
_x000D_
Pre-unit "Times:"_x000D_
_x000D_
Watermark "Number of times" _x000D_
_x000D_
SaVisible "True"

Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}_x000D_
_x000D_
What is the highest grade or year of school or degree that {you/{NAME}/{CHILD}'s {biological/adoptive} {mother/father}} {have/has} completed?"_x000D_
----_x000D_
0. Never went to school_x000D_
1. 1st grade_x000D_
2. 2nd grade_x000D_
3. 3rd grade_x000D_
4. 4th grade_x000D_
5. 5th grade_x000D_
6. 6th grade_x000D_
7. 7th grade_x000D_
8. 8th grade_x000D_
9. 9th grade_x000D_
10. 10th grade_x000D_
11. 11th grade_x000D_
12. 12th grade but no diploma_x000D_
13. High school equivalent/GED_x000D_
14. High school diploma_x000D_
15. Vocational or technical program after high school but no vocational/technical diploma_x000D_
16. Vocational or technical program after high school, diploma_x000D_
17. Some college but no degree_x000D_
18. Associate's degree_x000D_
19. Bachelor's degree_x000D_
20. Graduate or professional school but no degree_x000D_
21. Master's degree (MA, MS)_x000D_
22. Doctorate degree (Ph.D, Ed.D)_x000D_
23. Professional degree after bachelor's degre (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)_x000D_

Question “{Now we have some questions about {CHILD}’s parents’ education.}{Are you/Is {NAME}/Is {CHILD}’s {biological/adoptive} {mother/father}}currently attending or enrolled in any courses from a school, college, or university?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Are you/Is {NAME}}/Is {CHILD}’s {biological/adoptive} {mother/father}} currently taking courses full time or part time?”_x000D_
----_x000D_
1. Full-time_x000D_
2. Part-time_x000D_

Question “{Now we would like to ask about employment.} During the past week, did {you/{NAME}} work at a job for pay?” _x000D_
_x000D_
InstResp “If {you are/{NAME} is} self-employed, select yes.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Were you/Was {NAME}} on leave or vacation from a job?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Were you/Was {NAME}} furloughed or on leave from a job because of the coronavirus pandemic?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How many jobs {do you/does {NAME}} have now?”_x000D_
_x000D_
Pre-unit “Jobs:”_x000D_
_x000D_
Watermark “Number of jobs”

Question “About how many total hours per week {do you/does {NAME}} usually work for pay{, counting {both jobs/all {#} jobs}?” _x000D_
_x000D_
InstResp “If hours vary, provide average hours per week.”_x000D_
_x000D_
Pre-unit “Hours:”_x000D_
_x000D_
Watermark “Hours per week”

Question “{Do you/Does {NAME}} work a regular day shift, that is, one with most of the hours between 6 a.m. and 6 p.m.?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Do you/Does {NAME}} work…”_x000D_
----_x000D_
1. A regular evening shift - any time between 2 p.m and midnight,_x000D_
2. A regular night shift - any time between 9 p.m. and 8 a.m._x000D_
3. A variable shift—one that changes from days to evenings or nights, where {you/he/she} choose{s} {your/his/her} own hours,_x000D_
4. A variable shift, with hours set by {your/his/her} employer, or_x000D_
5. When work is available?_x000D_

Question “Did {you/{NAME}} lose a job because {your/his/her} place of business was temporarily closed or went out of business during the coronavirus pandemic?”_x000D_
_x000D_
InstResp “If {you are/{NAME} is} self-employed, please answer about whether a business was lost rather than a job.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Have you/Has {NAME}} been actively looking for work in the past 4 weeks?”_x000D_
_x000D_
Inst Resp “By actively looking for work, we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending/submitting a resume or filling out applications; contacting a school or university employment center; or checking a union or professional register.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What {have you/has {NAME}} been doing in the past 4 weeks to find work?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Checked with public employment agency_x000D_
2. Checked with private employment agency_x000D_
3. Checked with employer directly/sent resume_x000D_
4. Checked with friends or relatives_x000D_
5. Placed or answered ads/sent resume/applications_x000D_
6. Contacted school/university employment center_x000D_
7. Checked a union register or professional register_x000D_
8. Attended job training_x000D_
9. Read want-ads/Internet search_x000D_
91. Something else (Please specify):_x000D_

Question “What {were you/was {NAME}} doing most of last week?” _x000D_
_x000D_
InstResp “If you did more than one of the following last week, please select the one you did the most.”_x000D_
----_x000D_
1. Keeping house or caring for children or other family members_x000D_
2. Going to school_x000D_
3. Retired_x000D_
4. Unable to work_x000D_
91. Something else (Please specify):_x000D_

Question “Could {you/{NAME}} have taken a job last week if one had been offered?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?
_x000D_
_x000D_
InstResp “Please type the name of the company, business, organization, or other employer. {If {you/{NAME}} {work/works} more than one current job, type the one at which {you spend/{NAME} spends} the most time.}_x000D_
_x000D_
Pre-unit “Name:”_x000D_
_x000D_
Watermark “Enter employer name”

Question “What kind of business or industry {is/was} this?” _x000D_
_x000D_
InstResp “Please describe what they make or do. For example, TV and radio manufacturing, retail shoe store, state labor department, farming.”_x000D_
_x000D_
Pre-unit “Business or industry:”_x000D_
_x000D_
Watermark “Enter industry description”

Question “What kind of work {are/is/were/was} {you/{NAME}} doing?” _x000D_
_x000D_
InstResp “Please type what {your/{NAME}'s} job {is/was} called. For example, electrical engineer, stock clerk, administrative assistant, or farmer.”_x000D_
_x000D_
Pre-unit “Title:”_x000D_
_x000D_
Watermark “Enter job title”

Question “What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?”_x000D_
_x000D_
InstResp “For example, word processing, keeping account books, filing, selling cars, operating a printing press, finishing concrete.”_x000D_
_x000D_
Pre-unit “Duties:”_x000D_
_x000D_
Watermark “Enter job duties”

Question “Since {CHILD} was born, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?” _x000D_
_x000D_
InstResp “Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?_x000D_
_x000D_
InstResp “Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Since {CHILD} was born, was there any time in which {his/her/your} family had serious financial problems or was unable to pay the monthly bills?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During how many years or months since {{CHILD}/he/she} was born has {{CHILD}'s/your} family had serious financial problems?” _x000D_
_x000D_
Pre-unit “Years:”_x000D_
_x000D_
Watermark: “Enter years”_x000D_
_x000D_
“Don’t know”

Question “and”_x000D_
_x000D_
Pre-unit “Months:”_x000D_
_x000D_
Watermark: “Enter months”_x000D_
_x000D_
“Don’t know”

Question “When {you were/{CHILD}'s mother was} pregnant with {CHILD}, did {you/she} receive any benefits from the Special Supplemental Food Program for Women, Infants, and Children, or WIC?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did {CHILD} receive any WIC benefits as an infant or child?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Since {CHILD} was born, have you or anyone in your household ever received Temporary Assistance for Needy Families, sometimes called TANF {or {STATE TANF PROGRAM NAME}}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Since {DATE OF LAST SURVEY}/In the past 12 months}, have you or anyone in your household received TANF {or {STATE TANF PROGRAM NAME}}?_x000D_
_x000D_
InstResp “For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Since {DATE OF LAST SURVEY}/During those 12 months}, how many months did your household receive TANF {or {STATE TANF PROGRAM NAME}}?” _x000D_
_x000D_
Pre-unit “Month(s)”_x000D_
_x000D_
Watermark “Enter number of months”

Question “Since {CHILD} was born, have you or anyone in your household ever received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "{Since {DATE OF LAST SURVEY}/In the past 12 months}, have you or anyone in your household received food stamps, also called SNAP, or food benefits on EBT?"_x000D_
_x000D_
InstResp “For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "{Since {DATE OF LAST SURVEY}/During those 12 months}, how many months did your household receive food stamps or food benefits on EBT (Electronic Benefit Transfer) from SNAP?"_x000D_
_x000D_
Pre-unit “Month(s)”_x000D_
_x000D_
Watermark “Enter number of months”

Question “Does {Child} receive complete school lunches for free or reduced price at school?”_x000D_
_x000D_
InstResp “By complete school lunch, we mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she} brought from home.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Are these lunches free or reduced price?”_x000D_
----_x000D_
1. Free_x000D_
2. Reduced price_x000D_

Question “Does {CHILD}'s school offer breakfast for its students?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} usually receive a breakfast provided by the school?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} receive free or reduced price breakfasts at school?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Are these breakfasts free or reduced price?”_x000D_
----_x000D_
1. Free_x000D_
2. Reduced price_x000D_

Question “During the last five days {CHILD} was in school, how many school breakfasts did {he/she} receive?”_x000D_
_x000D_
Pre-unit “Breakfasts:”_x000D_
_x000D_
Watermark “Number of breakfasts”

Question “In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?”_x000D_
----_x000D_
1. $5,000 or less_x000D_
2. $5,001 to $10,000_x000D_
3. $10,001 to $15,000_x000D_
4. $15,001 to $20,000_x000D_
5. $20,001 to $25,000_x000D_
6. $25,001 to $30,000_x000D_
7. $30,001 to $35,000_x000D_
8. $35,001 to $40,000_x000D_
9. $40,001 to $45,000_x000D_
10. $45,001 to $50,000_x000D_
11. $50,001 to $55,000_x000D_
12. $55,001 to $60,000_x000D_
13. $60,001 to $65,000_x000D_
14. $65,001 to $70,000_x000D_
15. $70,001 to $75,000_x000D_
16. $75,001 to $100,000_x000D_
17. $100,001 to $200,000_x000D_
18. $200,001 or more_x000D_

Question “What was your total household income last year, to the nearest thousand?”_x000D_
_x000D_
Pre-unit “Total income:”_x000D_
_x000D_
Watermark “Enter number”

Question "In case we contact you for the next survey a year from now, we would like to ask a few questions about how to reach you.”_x000D_
_x000D_
InstResp “Select Next to continue.”

Question "Please enter your contact information. _x000D_
_x000D_
Email Address:"_x000D_
_x000D_
Watermark “name@domain.com”

Question "Or_x000D_
_x000D_
Mobile Number:"_x000D_
_x000D_
By providing my mobile phone number, I agree to receive a text message to log back into this survey. Message and data rates may apply.

Question "{We might like to contact you in the future to remind you about the parent survey next spring.} Do we have permission to text you? _x000D_ _x000D_ By providing my mobile phone number I agree to receive a text message. Message and data rates may apply."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Is there a second phone number, such as a work number or a friend or relative's number, where you can sometimes be reached?"_x000D_ _x000D_ InstResp "We will only contact this number if we cannot locate you for the next survey."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "We have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "What is that telephone number?_x000D_ _x000D_ Enter {new} second telephone number:"_x000D_ _x000D_ InstResp "If it is a mobile phone number, message and data rates may apply."
Question "Please enter an extension if there is one._x000D_ _x000D_ Extension"
Question "Where is this telephone located or to whom does this number belong?"_x000D_ ----_x000D_ 1. Office/place of business_x000D_ 2. Relative (Please specify):_x000D_ 3. Neighbor (Please specify):_x000D_ 4. Friend (Please specify):_x000D_ 5. Mobile phone_x000D_ 6. Home phone/landline_x000D_ 7. Other (Please specify):_x000D_
InstResp "{Please provide the name of the {relative/neighbor/friend/other location or person}.}"

Question “We have recorded that {NAME OF RELATIVE/FRIEND}_x000D_ _x000D_ at {EMAIL ADDRESS}_x000D_ _x000D_ on_x000D_ {STREET ADDRESS, LINE 1}_x000D_ {STREET ADDRESS, LINE 2}_x000D_ {CITY}_x000D_ {STATE}_x000D_ {ZIP CODE}_x000D_ _x000D_ will always know where you are if you move. Is this still true?”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes - no correction needed_x000D_ 2. Yes - minor corrections needed_x000D_ 3. No_x000D_
Question “Is there {another/a} relative or friend, who does not live in this household, who will always know where you are if you move?”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Please {enter/correct/enter new} contact information for that person._x000D_ _x000D_ First Name: "
Question "Last Name:"
Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
Question "Mailing address:_x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
Question “City:"

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark “Select a state”

Question "Zip code:"

Question "Please {enter/correct} person’s relationship to you:"_x000D_
----_x000D_
1. Relative_x000D_
2. Person at your job_x000D_
3. Neighbor_x000D_
4. Friend_x000D_
5. Other_x000D_

We have also recorded that {NAME OF RELATIVE/FRIEND} _x000D_
_x000D_
at {EMAIL ADDRESS} _x000D_
_x000D_
on_x000D_
{STREET ADDRESS, LINE 1}_x000D_
{STREET ADDRESS, LINE 2}_x000D_
{CITY}_x000D_
{STATE}_x000D_
{ZIP CODE} _x000D_
_x000D_
will always know where you are if you move. Is this still true?_x000D_
_x000D_
InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_
----_x000D_
1. Yes - no correction needed_x000D_
2. Yes - minor corrections needed_x000D_
3. No_x000D_

Question “Besides {PERSON AT FALL CMQ110a/PERSON AT SPRING CMQ210a}, is there another relative or friend, who does not live in this household, who will always know where you are if you move?”_x000D_
_x000D_
InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Please {enter/correct/enter new} contact information for that person._x000D_
_x000D_
First Name:”

Question “Last Name:”
Question “Email address:”_x000D_ _x000D_ Watermark “name@domain.com”
Question “Mailing address:_x000D_ _x000D_ Address Line 1:”
Question “Address Line 2:”_x000D_ _x000D_ Watermark “Apartment number”
Question “City:”
Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
Question "Zip code:"
Question “Please {enter/correct} person's relationship to you:”_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_

We have recorded {NAME OF NONRESIDENTIAL PARENT} at {EMAIL ADDRESS}_x000D_ _x000D_ on_x000D_ _x000D_ {ADDRESS, LINE 1}_x000D_ {ADDRESS, LINE 2}_x000D_ {CITY}_x000D_ {STATE} {ZIP CODE} is {CHILD}'s {RELATIONSHIP AT FALL CMQ170}. _x000D_ _x000D_ Is this information still correct?_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes --- no correction needed_x000D_ 2. Yes --- minor corrections needed_x000D_ 3. No_x000D_ 4. I already provided this contact information_x000D_
Question “Please {enter/correct/enter new} name, email address, and mailing address of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}._x000D_ _x000D_ First Name:”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”
Question “Last Name:”
Question "Email address:"_x000D_ _x000D_ Watermark "name@domain.com"
Question " Mailing address:"_x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
Question "City:"

Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
Question "Zip code:"
Question “{Enter/Correct/Enter new} person's relationship to {CHILD}:”_x000D_ ----_x000D_ 1. {Biological mother}_x000D_ 2. {Biological father}_x000D_ 3. {Adoptive mother}_x000D_ 4. {Adoptive father}_x000D_ 5. Other_x000D_
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure.”
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."

Construct	Research Question
Introduction	NA
Respondent selection	NA
Respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA

Alternate respondent selection	NA
Alternate respondent selection	NA
Respondent selection	NA
Respondent selection	NA
Respondent selection	NA

Consent	NA
Consent	NA
Consent	NA
Child name	NA
Child name	NA
Child name	NA
Child name	NA
Child gender	P-RQ2, P-RQ5
Child gender	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5

Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child age	P-RQ2, P-RQ5
Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of mailing address	NA

Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of email address	NA
Mobile number	NA
Landline number	NA
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3

Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3

Head Start attendance (center)	P-RQ1, P-RQ2, P-RQ3
Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5

Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Whether child was part of a multiple birth	P-RQ1, P-RQ2, P-RQ5
Marital status and history of biological parents	P-RQ1, P-RQ2, P-RQ3
Languages spoken in the home	P-RQ1, P-RQ2, P-RQ5
Languages spoken in the home	P-RQ1, P-RQ2, P-RQ5
Languages spoken in the home	P-RQ1, P-RQ2, P-RQ5

Languages spoken in the home	P-RQ1, P-RQ2, P-RQ5
Other specify for languages spoken in the home	P-RQ1, P-RQ2, P-RQ5
Primary language spoken	P-RQ1, P-RQ2, P-RQ5
Other specify for languages spoken in the home	P-RQ1, P-RQ2, P-RQ5

School-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5
Other specify for School-initiated contact with parents about behavior problems	
Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5

Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5
Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5

School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5

School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Whether school provides translated materials	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Barriers to involvement with the school	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Barriers to involvement with the school	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Parent satisfaction with the school	P-RQ3

How often parent or someone else checked that the child completed homework	P-RQ3
The child’s school avoidance	P-RQ2, P-RQ3
The child’s school avoidance	P-RQ2, P-RQ3
The child’s school avoidance	P-RQ2, P-RQ3
The child’s school avoidance	P-RQ2, P-RQ3
The child’s school avoidance	P-RQ2, P-RQ3

Family structure change and loss (e.g, remarriage, divorce, and death)	P-RQ1, P-RQ2, P-RQ5
Family structure change and loss (eg, remarriage, divorce, and death), information about why people who were in the household in a previous round of collection have left the household	P-RQ1, P-RQ2, P-RQ5
Other specify for information about why people who were in the household in a previous round of collection have left the household	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5

Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5

Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5

Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Other specify for current household roster	P-RQ1, P-RQ2, P-RQ5

Ethnicity of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)	P-RQ1, P-RQ2, P-RQ5
Race of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)	P-RQ1, P-RQ2, P-RQ5
Child’s race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Child’s race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Child’s race/ethnicity	P-RQ1, P-RQ2, P-RQ5

Child’s race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Child’s race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Child’s race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Other specify for marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5

Consent to prefill household roster data	NA
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2

Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2

Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2

Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3

Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3
Reading by the child	P-RQ2
Reading by the child	P-RQ2
Availability and use of a home computer/digital device	P-RQ2

Availability and use of a home computer/digital device	P-RQ2
Availability and use of a home computer/digital device	P-RQ2
Availability and use of a home computer/digital device	P-RQ2
Availability and use of a home computer/digital device	P-RQ2
Availability and use of a home computer/digital device	P-RQ2
Availability and use of a home computer/digital device	P-RQ2
Availability and use of a home computer/digital device	P-RQ2

Amount of time the child plays video games and watches shows	P-RQ2
Amount of time the child plays video games and watches shows	P-RQ2
Amount of time the child plays video games and watches shows	P-RQ2
Amount of time the child plays video games and watches shows	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2

Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2

Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Other specify for media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Children’s organized activities (sports, music, art, etc.)	P-RQ2

Outings and activities with child	P-RQ2
Child activities outside of school hours	P-RQ2
Child activities outside of school hours	P-RQ2
Outside play	P-RQ2
Neighborhood safety	P-RQ2
Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)	P-RQ2

Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)	P-RQ2
Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)	P-RQ2
Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)	P-RQ2
Neighborhood resources	P-RQ2
Frequency with which the family eats meals together	P-RQ2

Frequency with which the family eats meals together	P-RQ2
Other specify for frequency with which the family eats meals together	P-RQ2
Frequency with which the family eats meals together	P-RQ2
Frequency with which the family eats meals together	P-RQ2
Talking to child about ethnic or racial heritage	P-RQ2
Talking to child about family religious beliefs or traditions	P-RQ2

Hours of child sleep and whether child has regular bedtime	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2
Social interaction	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5

Social interaction	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Social interaction	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5

Social interaction	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5

Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5

Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5

Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5

Attention span persistence	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5

Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Other parent-like figures, parents, and grandparents to support child/parent	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5

Adverse child experiences	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5

Parental warmth	P-RQ2, P-RQ5
Parental warmth	P-RQ2, P-RQ5
Parental warmth	P-RQ2, P-RQ5
Parental warmth	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5

Parenting stress	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5
Disciplinary practices	P-RQ2, P-RQ5
Disciplinary practices	P-RQ2, P-RQ5
Disciplinary practices	P-RQ2, P-RQ5
Other specify for disciplinary practices	P-RQ2, P-RQ5

Routine health and dental care	P-RQ2
Routine health and dental care	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2

Treatments used for ear infections	P-RQ2
Other specify for treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2
Health insurance coverage	P-RQ2
Exercise/physical activities	P-RQ2

Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2

Child’s independence and ability to take care of him/herself	P-RQ2
Behavioral and attention problems	P-RQ2
Learning problems	P-RQ2
Coordination problems	P-RQ2
Behavioral and attention problems	P-RQ2, P-RQ5
Behavioral and attention problems	P-RQ2, P-RQ5

Activity level	P-RQ2, P-RQ5
Emotional or psychological difficulties	P-RQ2, P-RQ5
Emotional or psychological difficulties	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Prescription medications	P-RQ2

Prescription medications	P-RQ2
Prescription medications	P-RQ2
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5

Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5

Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
General health status	P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5

Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5

Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Other specify for services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5

Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5

Services for disabilities	P-RQ1, P-RQ2, P-rQ5
Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3

Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3

Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5

Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5
Depression and subjective well-being	P-RQ5

Respondent’s general health status	P-RQ5
Overall life stress	P-RQ5
Overall life stress due to coronavirus	P-RQ5
Family health limitations	P-RQ5
Family health limitations	P-RQ5
Discrimination	P-RQ5

Discrimination	P-RQ5
Discrimination	P-RQ5
Discrimination	P-RQ5
Discrimination	P-RQ5
Discrimination	P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5

Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5

Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5

Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5
Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3
Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3

Biological and adoptive parents' vital status	P-RQ1, P-RQ2, P-RQ3
Introduction to nonresident parent section	NA
Time since last contact (either in person or by telephone, email, text, etc.) with biological/adoptive parents no longer living in household	P-RQ1, P-RQ2, P-RQ3
Frequency of contact in the last four weeks that was not in person (e.g., by telephone, email, text, etc.) with biological/adoptive parents no longer living in the household	P-RQ1, P-RQ2, P-RQ3

Diplomas or degrees parent has obtained	P-RQ1, P-RQ2
Parents' current school attendance	P-RQ1, P-RQ2
Parents' current school attendance	P-RQ1, P-RQ2
Parents' current employment	P-RQ1, P-RQ2

Parents' current employment	P-RQ1, P-RQ2
Whether parent was furloughed or on leave from a job because of the coronavirus pandemic	P-RQ1, P-RQ2
Parents' current employment	P-RQ1, P-RQ2
Parents' work schedule	P-RQ1, P-RQ2
Parents' work schedule	P-RQ1, P-RQ2
Parents' work schedule	P-RQ1, P-RQ2
Whether parent lost a job because his or her place of business was temporarily closed or went out of business during the coronavirus pandemic	P-RQ1, P-RQ2

Looking for work	P-RQ1, P-RQ2
Looking for work	P-RQ1, P-RQ2
Other specify for looking for work	P-RQ1, P-RQ2
Availability for work	P-RQ1, P-RQ2
Other specify for availability for work	P-RQ1, P-RQ2
Availability for work	P-RQ1, P-RQ2

Occupation and industry	P-RQ1, P-RQ2
Occupation and industry	P-RQ1, P-RQ2
Occupation and industry	P-RQ1, P-RQ2
Occupation and industry	P-RQ1, P-RQ2
Active duty military service	P-RQ1, P-RQ2

Active duty military service	P-RQ1, P-RQ2
Family hardship	P-RQ1, P-RQ2
Family hardship	P-RQ1, P-RQ2
Family hardship	P-RQ1, P-RQ2
Receipt of benefits from the Special Supplemental Food Program for Women, Infants, and Children, or WIC	P-RQ2, P-RQ5
Receipt of benefits from the Special Supplemental Food Program for Women, Infants, and Children, or WIC	P-RQ2, P-RQ5

Receipt of TANF since child's birth and in last 12 months	P-RQ2, P-RQ5
Receipt of TANF since child's birth and in last 12 months	P-RQ2, P-RQ5
Receipt of TANF since child's birth and in last 12 months	P-RQ2, P-RQ5
Receipt of Food Stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer) during past 12 months	P-RQ2, P-RQ5
Receipt of Food Stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer) during past 12 months	P-RQ2, P-RQ5
Receipt of Food Stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer) during past 12 months	P-RQ2, P-RQ5

Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5

Total family income for the year	P-RQ1, P-RQ2, P-RQ5
Total family income for the year	P-RQ1, P-RQ2, P-RQ5
Introduction to contact information	NA
Email address	NA
Telephone number	NA

Permission to text	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Other specfiy for telephone number	NA

Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA

Contact persons to locate the parent	NA
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Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA

Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Thank you before contacting alternate respondent	NA
Thank you to respondent	NA
Thank you to respondent	NA

Section	Item #
INQ	INQ001
INQ	INQ001b
INQ	INQ002
INQ	INQ005a
INQ	INQ005b
INQ	INQ005c
INQ	INQ005d1
INQ	INQ005d2
INQ	INQ005e

INQ	INQ005f
INQ	INQ005g
INQ	INQ005i
INQ	INQ005j
INQ	INQ005k

INQ	INQ010a
INQ	INQ010b
INQ	INQ010c
INQ	INQ020a
INQ	INQ020b
INQ	INQ020c
INQ	INQ020d
INQ	INQ050a
INQ	INQ050b
INQ	INQ060a

INQ	INQ060b
INQ	INQ060c
INQ	INQ060d
INQ	INQ080
INQ	INQ090
INQ	INQ100a
INQ	INQ100b
INQ	INQ100c
INQ	INQ100d

INQ	INQ100e
INQ	INQ100f
INQ	INQ130a
INQ	INQ130b
INQ	INQ130c
PIQ	PIQ051

PIQ	PIQ060
PIQ	PIQ065
PIQ	PIQ066
PIQ	PIQ127
PIQ	PIQ127OS
PIQ	PIQ129a

PIQ	PIQ129b
PIQ	PIQ129c
PIQ	PIQ129d
PIQ	PIQ130
PIQ	PIQ185

PIQ	PIQ190
PIQ	PIQ200
PIQ	PIQ210
PIQ	PIQ220
PIQ	PIQ230

PIQ	PIQ231a
PIQ	PIQ231b
PIQ	PIQ231c
PIQ	PIQ400

PIQ	PIQ415
PIQ	PIQ470
PIQ	PIQ490
PIQ	PIQ500
PIQ	PIQ515

PIQ	PIQ520
PIQ	PIQ550
PIQ	PIQ560
PIQ	PIQ585a
PIQ	PIQ585b

PIQ	PIQ585c
PIQ	PIQ585d
PIQ	PIQ585e
FSQ	FSQ001
FSQ	FSQ005

FSQ	FSQ005OS
FSQ	FSQ006
FSQ	FSQ007

FSQ	FSQ010
FSQ	FSQ030
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FSQ	FSQ150

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FSQ	FSQ170
FSQ	FSQ180
FSQ	FSQ180OS
FSQ	FSQ190
FSQ	FSQ195

FSQ	FSQ200
FSQ	FSQ200OS
FSQ	FSQ206
HEQ	HEQ030
HEQ	HEQ035

HEQ	HEQ036
HEQ	HEQ040
HEQ	HEQ045
HEQ	HEQ105
HEQ	HEQ210

HEQ	HEQ215
HEQ	HEQ217a
HEQ	HEQ217b
HEQ	HEQ217c
HEQ	HEQ217d

HEQ	HEQ217e
HEQ	HEQ217f
HEQ	HEQ217g
HEQ	HEQ217h
HEQ	HEQ217i
HEQ	HEQ217j

HEQ	HEQ217k
HEQ	HEQ217l
HEQ	HEQ220
HEQ	HEQ274a
HEQ	HEQ274b
HEQ	HEQ274c

HEQ	HEQ280
HEQ	HEQ287
HEQ	HEQ287OS
HEQ	HEQ288
HEQ	HEQ399
HEQ	HEQ400

HEQ	HEQ520
HEQ	HEQ521
HEQ	HEQ595
HEQ	HEQ600a
HEQ	HEQ600b

SSQ	SSQ010a
SSQ	SSQ010b
SSQ	SSQ010c

SSQ	SSQ010d
SSQ	SSQ010e
SSQ	SSQ010f

SSQ	SSQ010g
SSQ	SSQ010h
SSQ	SSQ010i
SSQ	SSQ010j

SSQ	SSQ010k
SSQ	SSQ010l
SSQ	SSQ010m
SSQ	SSQ010n

SSQ	SSQ010o
SSQ	SSQ010p
SSQ	SSQ010q
SSQ	SSQ010r

SSQ	SSQ010s
SSQ	SSQ010t
SSQ	SSQ010u
SSQ	SSQ010v

SSQ	SSQ010w
SSQ	SSQ010x
SSQ	SSQ010y
SSQ	SSQ010z1

SSQ	SSQ010z2
SSQ	SSQ010z3
SSQ	SSQ010z4

SSQ	SSQ010z5
SSQ	SSQ010z6
SSQ	SSQ010z7

SSQ	SSQ010z8
SSQ	SSQ010z9
SSQ	SSQ020a
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SSQ	SSQ020e
SSQ	SSQ020f

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SSQ	SSQ025e

SSQ	SSQ025f
SSQ	SSQ030a
SSQ	SSQ030b
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SSQ	SSQ030d

SSQ	SSQ030e
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SSQ	SSQ035e
SSQ	SSQ035f
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SSQ	SSQ040b
SSQ	SSQ040c
SSQ	SSQ040d
SSQ	SSQ040e

SSQ	SSQ040f
CFQ	CFQ100
CFQ	CFQ320a
CFQ	CFQ320b
CFQ	CFQ320c
CCQ	CCQ005

CCQ	CCQ010
CCQ	CCQ060
CCQ	CCQ065
CCQ	CCQ070

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CCQ	CCQ092
CCQ	CCQ093

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CCQ	CCQ094
CCQ	CCQ095
CCQ	CCQ095OS
CCQ	CCQ096
CCQ	CCQ110

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CCQ	CCQ193OS
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CCQ	CCQ195OS
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CCQ	CCQ355

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CCQ	CCQ370
CCQ	CCQ370OS
CCQ	CCQ371
CCQ	CCQ372
CCQ	CCQ372OS

CCQ	CCQ373
CCQ	CCQ375
HRQ	HRQ010
HRQ	HRQ015
HRQ	HRQ030

HRQ	HRQ040a
HRQ	HRQ040b
HRQ	HRQ060
HRQ	HRQ080a
HRQ	HRQ080b
HRQ	HRQ090

HRQ	HRQ100
NRQ	NRQ010
NRQ	NRQ040

NRQ	NRQ123
DWQ	DWQ040
DWQ	DWQ045
DWQ	DWQ050
DWQ	DWQ060

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DWQ	DWQ070c
DWQ	DWQ070d
DWQ	DWQ070e
DWQ	DWQ070f

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DWQ	DWQ077c
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CHQ	CHQ020b
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CHQ	CHQ020e
CHQ	CHQ020f
CHQ	CHQ021
CHQ	CHQ022

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CHQ	CHQ024
CHQ	CHQ024OS
CHQ	CHQ025
CHQ	CHQ026
CHQ	CHQ027

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CHQ	CHQ060
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CHQ	CHQ086d

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CHQ	CHQ108
CHQ	CHQ109
CHQ	CHQ110

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CHQ	CHQ115
CHQ	CHQ120

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CHQ	CHQ125aOS
CHQ	CHQ126
CHQ	CHQ126OS

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CHQ	CHQ127OS
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CHQ	CHQ131a

CHQ	CHQ131b
CHQ	CHQ135a
CHQ	CHQ135b
CHQ	CHQ140
CHQ	CHQ155

CHQ	CHQ173
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CHQ	CHQ205
CHQ	CHQ206a
CHQ	CHQ206b
CHQ	CHQ206c

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CHQ	CHQ206e
CHQ	CHQ206f
CHQ	CHQ206g
CHQ	CHQ206h
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CHQ	CHQ215

CHQ	CHQ216
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CHQ	CHQ218
CHQ	CHQ219

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CHQ	CHQ221
CHQ	CHQ222
CHQ	CHQ235
CHQ	CHQ245

CHQ	CHQ246
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CHQ	CHQ257c

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CHQ	CHQ276c

CHQ	CHQ277
CHQ	CHQ278
CHQ	CHQ279
CHQ	CHQ280
CHQ	CHQ285
CHQ	CHQ290

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CHQ	CHQ301OS
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CHQ	CHQ305c

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CHQ	CHQ310b
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CHQ	CHQ312
CHQ	CHQ313
CHQ	CHQ314
CHQ	CHQ330

CHQ	CHQ340
CHQ	CHQ341
CHQ	CHQ385
CHQ	CHQ390a
CHQ	CHQ390b
CHQ	CHQ420
CHQ	CHQ430

VIQ	VIQ010
VIQ	VIQ020
VIQ	VIQ021
VIQ	VIQ022

VIQ	VIQ030
VIQ	VIQ040
VIQ	VIQ050
VIQ	VIQ060

PPQ	PPQ220
PPQ	PPQ225
PPQ	PPQ226
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FDQ	FDQ130b

FDQ	FDQ130c
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FDQ	FDQ150
FDQ	FDQ160
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FDQ	FDQ190
FDQ	FDQ191

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FDQ	FDQ192b
FDQ	FDQ192c
FDQ	FDQ210
FDQ	FDQ240
FDQ	FDQ242
FDQ	FDQ243

FDQ	FDQ250
FDQ	FDQ300
FDQ	FDQ305

PEQ	PEQ020
PEQ	PEQ050
PEQ	PEQ060

EMQ	EMQ020
EMQ	EMQ030
EMQ	EMQ040
EMQ	EMQ050
EMQ	EMQ060

EMQ	EMQ070
EMQ	EMQ070OS
EMQ	EMQ080
EMQ	EMQ080OS
EMQ	EMQ100
EMQ	EMQ120

EMQ	EMQ130
EMQ	EMQ140
EMQ	EMQ150
EMQ	EMQ210
EMQ	EMQ215

WPQ	WPQ170
WPQ	WPQ180
WPQ	WPQ200
WPQ	WPQ210
WPQ	WPQ215
WPQ	WPQ216
WPQ	WPQ220

PAQ	PAQ110
PAQ	PAQ120
PAQ	PAQ121
PAQ	PAQ138

CMQ	CMQ010
CMQ	CMQ020
CMQ	CMQ020OS
CMQ	CMQ021a
CMQ	CMQ021b
CMQ	CMQ022
CMQ	CMQ026a
CMQ	CMQ026b

CMQ	CMQ030
CMQ	CMQ060
CMQ	CMQ100
CMQ	CMQ140
CMQ	CMQ140b
CMQ	CMQ150
CMQ	CMQ150OS

CMQ	CMQ200
CMQ	CMQ205
CMQ	CMQ210a
CMQ	CMQ210b
CMQ	CMQ210c
CMQ	CMQ210d1
CMQ	CMQ210d2
CMQ	CMQ210e

CMQ	CMQ210f
CMQ	CMQ210g
CMQ	CMQ210h
CMQ	CMQ300
CMQ	CMQ305
CMQ	CMQ310a

CMQ	CMQ310b
CMQ	CMQ310c
CMQ	CMQ310d1
CMQ	CMQ310d2
CMQ	CMQ310e
CMQ	CMQ310f
CMQ	CMQ310g
CMQ	CMQ310h
CMQ	CMQ800
CMQ	CMQ805

Item Wording
Question "We would like to collect some information about {CHILD}'s school and home experiences. Your answers will be extremely valuable in better understanding the development of young children and how their early school experiences can be improved._x000D_ _x000D_ Please press the Next button to continue."
Question “In {{MONTH} {YEAR}}, {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME} {approximately {PREVIOUS ROUND RESPONDENT’S AGE} years old} completed a survey for the study. _x000D_ _x000D_ Are you {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Are you the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health?"_x000D_ ----_x000D_ 1. Yes, I am the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health._x000D_ 2. Another parent or guardian in the household knows the most about {CHILD}’s care, education, and health._x000D_ 3. {CHILD} does not live in this household._x000D_
Question “We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact him or her for the survey._x000D_ _x000D_ First Name: "
Question "Last Name:"
Question "Email Address:"
Question "Please {confirm/enter} the mailing address._x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
Question "City:"

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark "Select a state"

Question "Zip code:"

Question “Please select your name and/or description from the list below. If you are not on the list, select “not on list.”_x000D_
----_x000D_
1. {Person who did the survey last fall/First name of person who did _x000D_
the survey last fall/Last name of person who did the survey last fall/_x000D_
{RESPONDENT’S FIRST NAME} {RESPONDENT’S LAST NAME}} _x000D_
{, about age {RESPONDENT’S AGE}} {, {RESPONDENT’S SEX}}_x000D_
2. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
3. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
4. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
5. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
6. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
7. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
8. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_
{, {HH MEMBER’S SEX}}_x000D_
9. Not on list_x000D_

Question "What is your name?_x000D_
_x000D_
First Name:"_x000D_
_x000D_
InstResp “We ask for first names so that we can ask questions about each person in the survey.”

Question "{Please enter or confirm your last name.}_x000D_
_x000D_
Last Name:"

Question "We need your permission before we can include {CHILD} in the study. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study, but still want to hear from you._x000D_ _x000D_ Do you give your permission for {CHILD} to participate in the ECLS?"_x000D_ ----_x000D_ 1. Yes, I give permission for {CHILD} to participate in the ECLS._x000D_ 2. No, I do not give permission for {CHILD} to participate._x000D_
Question "First Name: "
Question "Last Name:"
Question “Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. _x000D_ _x000D_ First Name:”
Question “Middle name:”_x000D_ _x000D_ InstResp: “If there is no middle name, please skip this.”
Question “Last Name:”
Question “Our records also show that {CHILD} is {male/female}. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “What is {CHILD}’s sex?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
Question “Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “What is {CHILD}'s date of birth?”_x000D_
_x000D_
Watermark “Select month”_x000D_
----_x000D_
1. January_x000D_
2. February_x000D_
3. March_x000D_
4. April_x000D_
5. May_x000D_
6. June_x000D_
7. July_x000D_
8. August_x000D_
9. September_x000D_
10. October_x000D_
11. November_x000D_
12. December_x000D_

Watermark “Enter day”

Watermark “Enter year”_x000D_
_x000D_
InstResp “Please enter the full year (for example, 2016).”

Question “So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b, c, and d} years old. Is that correct?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How old is {CHILD}?”_x000D_
_x000D_
Watermark “Enter age”

Question "Our records show that you live at _x000D_
_x000D_
{ADDRESS LINE 1}{,} {ADDRESS LINE 2}_x000D_
{CITY}, {STATE} {ZIP CODE} _x000D_
_x000D_
Is that correct?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Please enter your mailing address._x000D_
_x000D_
Address Line 1: "

Question "Address Line 2:"_x000D_
_x000D_
Watermark “Apartment number"

Question "City:"

Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"
Question "Zip code:"
Question "Please confirm or enter your contact information._x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark name@domain.com_x000D_ _x000D_ “I don’t have an email address.”
Question "Mobile Number:_x000D_ _x000D_ By providing my mobile phone number I agree to receive a text message to log back into this survey. Message and data rates may apply.”_x000D_ _x000D_ Watermark “(555)-555-5555”_x000D_ _x000D_ “I don’t have a mobile phone.”
Question "Landline Number:"_x000D_ _x000D_ Watermark “(555)-555-5555”_x000D_ _x000D_ “I don’t have a landline phone.”
Question “Now, we‘d like to ask you about {CHILD}'s school. To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her} current school? {CHILD} being able to go to {his/her} current school was …"_x000D_ _x000D_ InstResp “Choosing where to live” means moving to a particular neighborhood so that the child can go to the school that is assigned to that neighborhood.”_x000D_ ----_x000D_ 1. A primary factor in choosing where you live,_x000D_ 2. One of several factors, or_x000D_ 3. Not a factor in choosing where you live?_x000D_

Question “Is {CHILD} attending {his/her} regularly assigned school or a school that you or someone else in your household chose?”_x000D_
_x000D_
InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_
----_x000D_
1. Assigned school for your home_x000D_
2. Assigned school for your home that is also your school of choice_x000D_
3. A chosen school that is not the assigned school for your home_x000D_
4. Child is homeschooled_x000D_

Question "Does {CHILD} attend a school?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities.”_x000D_
_x000D_
Watermark “Hours per week”

Question “Since the beginning of the school year, have any of {CHILD}’s teachers or {his/her} school contacted you or another adult in your household about any behavior problems {he/she} is having, such as:”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Biting_x000D_
2. Being aggressive_x000D_
3. Not following directions_x000D_
4. Being overly active_x000D_
5. Being impulsive or having little or no self-control_x000D_
6. None of the above_x000D_
91. Another behavior problem_x000D_

Question “{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever had an in-school or out-of-school suspension?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been suspended?”_x000D_
_x000D_
InstResp “Please include both in-school and out-of-school suspensions.”_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Times suspended”

Question “{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever been expelled?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been expelled?”_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Times expelled”

Question “Since the beginning of this school year, have you or the other adults in your household done any of the following activities?_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Attended an open house or a back-to-school night_x000D_
2. Attended a meeting of a PTA, PTO, or Parent-Teacher Organization_x000D_
3. Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher_x000D_
4. Attended a school or class event, such as a play, sports event, or science fair_x000D_
5. Served as a volunteer in {CHILD}’s classroom or elsewhere in the school_x000D_
6. None of the above_x000D_

Question “During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?”_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Times”

Question “For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year. _x000D_
_x000D_
The school lets you know between report cards how {CHILD} is doing in school.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school helps you understand what children at {CHILD}'s age are like.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school makes you aware of chances to volunteer at the school.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school provides workshops, materials, or advice about how to help {CHILD} learn at home.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “The school provides information on community services to help {CHILD} or your family.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Does this very well_x000D_
2. Just OK_x000D_
3. Doesn't do this at all_x000D_

Question “Please answer the questions below about {CHILD’S} school._x000D_ _x000D_ At this school, all students are treated equally.”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_
Question “This school teaches students with books, handouts, and/or websites that show a wide variety of students (for example, children of different races and ethnicities, children who speak different languages, and children from different countries).”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_
Question “This school emphasizes showing respect for all students’ backgrounds, beliefs, values, and ways of life.”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_
Question “{Previously, it was reported that {English/NON-ENGLISH LANGUAGE/a language other than English} is spoken in your home.} When {CHILD}'s teacher sends home notes or newsletters, are these in {English/NON-ENGLISH LANGUAGE/a language that you speak}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Inconvenient meeting times_x000D_
2. No child care keeps your family from going to school meetings or event_x000D_
3. Family members can't get time off from work_x000D_
4. Problems with safety going to the school_x000D_
5. The school does not make your family feel welcome_x000D_
6. Problems with transportation to the school_x000D_
7. You don't hear about things going on at school that you might want to be involved in_x000D_
8. Another reason_x000D_
9. None of these_x000D_

Question “This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How satisfied are you with the school {CHILD} attends this year?”_x000D_
----_x000D_
1. Very satisfied_x000D_
2. Somewhat satisfied_x000D_
3. Somewhat dissatisfied_x000D_
4. Very dissatisfied_x000D_

Question "How many times was {CHILD} late for school during the past four weeks?”_x000D_
_x000D_
Watermark “Enter # of times”

Question “How do you feel about the amount of homework {CHILD} is assigned?”_x000D_
----_x000D_
1. The amount is about right._x000D_
2. It's too much._x000D_
3. It's too little._x000D_

Question “During this school year, how often did you or someone else help {CHILD} with {his/her} homework?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. 5 or more times a week_x000D_

Question “How often do you check that {CHILD} has completed all of {his/her} homework?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Always_x000D_

Question “Now we have a question about your expectations of {CHILD}’s grades during this school year. Overall, across all subjects {he/she} takes at school, how do you expect {his/her} grades will be?”_x000D_
----_x000D_
1. Excellent_x000D_
2. Above average_x000D_
3. Average_x000D_
4. Below average_x000D_
5. Failing_x000D_

Question “How often would you say that {CHILD}…_x000D_
_x000D_
Makes up reasons to stay home from school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Seems to dread going to school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Becomes upset when it’s time to go to school in the morning?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Asks to stay home from school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “Complains about going to school?”_x000D_
----_x000D_
1. Almost never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. A lot_x000D_
5. Almost always_x000D_

Question “We would like to ask about household members who lived in this household at the time of our last survey. _x000D_
_x000D_
Does {NAME} {who is about {AGE} years old} {and} {male/female} still live in this household?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Why is {NAME} no longer living in this household?”_x000D_
----_x000D_
1. Separation or divorce_x000D_
2. Attending college or boarding school_x000D_
3. Living elsewhere for employment-related reasons_x000D_
4. Deceased_x000D_
5. Moved on or moved elsewhere_x000D_
6. This person never lived in this household_x000D_
7. Moved back with parents or moved with other parent_x000D_
8. In jail or prison_x000D_
9. Relationship ended_x000D_
91. Some other reason (Please specify):_x000D_

Question “Other than {you and {CHILD}/you, {CHILD}, and {NAMES OF HOUSEHOLD MEMBERS}}, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since the last survey?” _x000D_ _x000D_ InstResp “Please do not include anyone staying here temporarily who usually lives somewhere else.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Please list the first names of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.”_x000D_ _x000D_ New household member 1_x000D_ _x000D_ New household member 2_x000D_ _x000D_ New household member 3_x000D_ _x000D_ New household member 4

Question "Now we have some questions about your household. We have listed that you and {CHILD} live in the household. Please add the first names of all the other people who normally live here, including both adults and children. Please do not include anyone staying here temporarily who usually lives somewhere else.
We ask for first names so that we can ask questions about each person in the survey. "

InstResp: "Please list each person in your household on a separate line, until you have listed all the people in your household. Don't forget your spouse or partner, someone who is temporarily away from home or living in a dorm at school, or any babies or small children.

If needed, you may list more household members than are shown as blank lines on this screen. To add additional members of the household, press the enter key. When you are finished, select the Next button."

First name
Household member 1 {DISPLAY FIRST NAME OF RESPONDENT}
Household member 2 {DISPLAY FIRST NAME OF SAMPLED CHILD}

Question "How old {are you/is {NAME}}?"_x000D_
_x000D_
InstResp "{For babies less than 1 year old, enter 0.}"_x000D_
_x000D_
Pre-unit "Age:"_x000D_
_x000D_
Watermark "Enter age"

Question "{Are you/Is {NAME}} male or female?"_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question "Do you have a spouse or partner who lives in this household?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Who in the household is your spouse or partner?"_x000D_
_x000D_
InstRep: “Select the name of the person who is your spouse/partner. If name not listed, select "not on list.'"”_x000D_
----_x000D_
1. {DISPLAY HH MEMBER NAME 1}_x000D_
2. {DISPLAY HH MEMBER NAME 2}_x000D_
3. {DISPLAY HH MEMBER NAME 3}_x000D_
4. {DISPLAY HH MEMBER NAME 4}_x000D_
5. {DISPLAY HH MEMBER NAME 5}_x000D_
6. {DISPLAY HH MEMBER NAME 6}_x000D_
7. {DISPLAY HH MEMBER NAME 7}_x000D_
8. {DISPLAY HH MEMBER NAME 8}_x000D_
37. Not on list_x000D_

Question "What is the first name of your spouse or partner?_x000D_
_x000D_
First name:"

Question "How old is {NAME}?"_x000D_
_x000D_
Pre-unit "Age:"_x000D_
_x000D_
Watermark "Enter age"

_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question "During our last interview, it was reported that you were {the girlfriend or female partner of {CHILD}’s parent or guardian/the boyfriend or male partner of {CHILD}’s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/{CHILD}’s relative, but not a guardian/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in your relationship to {CHILD}?”_x000D_
_x000D_
InstResp “For example, we mean changes in relationship such as becoming a step-parent, adoptive parent, or guardian of {CHILD}.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "During our last interview, it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/ the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?"_x000D_
_x000D_
InstResp "For example, we mean changes in relationship such as becoming a step-parent, adoptive, parent, or guardian of {CHILD}."_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "What is {your/{NAME}'s} relationship to {CHILD}?"_x000D_
----_x000D_
1. Mother/female guardian_x000D_
2. Father/male guardian_x000D_
3. Sister_x000D_
4. Brother_x000D_
5. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_
6. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_
7. Grandmother_x000D_
8. Grandfather_x000D_
9. Aunt_x000D_
10. Uncle_x000D_
11. Cousin_x000D_
12. Other relative_x000D_
13. Other nonrelative_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Biological or birth mother_x000D_
2. Adoptive mother_x000D_
3. Step mother_x000D_
4. Foster mother or legal female guardian_x000D_
5. Other female parent or guardian_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Biological or birth father_x000D_
2. Adoptive father_x000D_
3. Step father_x000D_
4. Foster father or legal male guardian_x000D_
5. Other male parent or guardian_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Full sister_x000D_
2. Half sister_x000D_
3. Step sister_x000D_
4. Adoptive sister_x000D_
5. Foster sister_x000D_

Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_
----_x000D_
1. Full brother_x000D_
2. Half brother_x000D_
3. Step brother_x000D_
4. Adoptive brother_x000D_
5. Foster brother_x000D_

Question "{Are you/Is {NAME}} a ..."_x000D_
----_x000D_
1. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_
2. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_
3. Female guardian_x000D_
4. Male guardian_x000D_
5. Daughter/son of {CHILD}'s parent's partner_x000D_
6. Other relative of {CHILD}'s parent's partner_x000D_
91. Other nonrelative (Please specify):_x000D_

Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"_x000D_
_x000D_
InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Which of the following describes {your/{NAME}'s} race? You may choose more than one."_x000D_
_x000D_
InstResp “For the purposes of this study, Hispanic origins are not races. _x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or other Pacific Islander_x000D_
5. White_x000D_

Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"_x000D_
----_x000D_
1. Married_x000D_
2. Seperated_x000D_
3. Divorced_x000D_
4. Widowed_x000D_
5. Never married_x000D_
6. Civil union/domestic partnership_x000D_
91. I don't know (Please explain):_x000D_

Question “If we contact you or another parent or guardian in the future for another survey, would we have your permission to display the first names, ages, and genders of {CHILD}’s household members that you just reported here? _x000D_
_x000D_
The purpose of displaying this information would be to save you or the other parent or guardian time. The information could be reviewed or updated, rather than having to enter it a second time."_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Now we would like to ask about {CHILD’S} home environment. In a typical week, how often do you or any other family members read books to {CHILD}?"
_x000D_
_x000D_
InstResp "Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by him or herself. Please include reading of books in any language."_x000D_
----_x000D_
1. Not at all_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?”_x000D_
----_x000D_
1. Not at all_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question "Generally, how long is {CHILD} read to at each of these times?"_x000D_
_x000D_
InstResp "Please include reading in any language."_x000D_
_x000D_
Pre-unit "Minutes:"_x000D_
_x000D_
Watermark “Enter minutes”

Question "About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children.”_x000D_
_x000D_
InstResp “Include all children’s books including those that are electronic or eBooks. Also include books that are borrowed or from the library, as well as those that may be shared with siblings.”_x000D_
_x000D_
Watermark “Enter number of books”

Question "{Is this book in English or {{NON-ENGLISH LANGUAGE/ a language other than English}/Are these books in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or is one in English and the other in {{NON-ENGLISH LANGUAGE}/a language other than English}/Are these books mainly in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or are there about the same number of books in English as in {{NON-ENGLISH LANGUAGE}/another language}?”_x000D_
----_x000D_
1. English_x000D_
2. {{NON-ENGLISH LANGUAGE}/A language other than English}_x000D_
3. {Same number in English and {{NON-ENGLISH LANGUAGE}/a language other than English}}_x000D_

Question “In the past month, that is, since {MONTH} {DAY}, has anyone in your family visited a library or bookstore with {CHILD}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the past week, how often did {CHILD} read to {himself/herself} or to others outside of school?”_x000D_
----_x000D_
1. Never_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question “Generally, how long did {CHILD} read to {himself/herself} at each of these times?”_x000D_
_x000D_
InstResp “Please include reading in any language.”_x000D_
_x000D_
Pre-unit “Minutes:”_x000D_
_x000D_
Watermark “Enter minutes”

Question “In the past month, how often did you and {CHILD} engage in the following activities? _x000D_
_x000D_
Showed interest in or talked about time using clocks.”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Played card games that use numbers or counting (such as Go Fish, War).”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Counted down using numbers (10, 9, 8, 7, . . .).”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Played board games that use numbers, counting, or dice (such as Chutes and Ladders, Monopoly Jr.).”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Counted out money.”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “In the past month, how often did you and {CHILD} engage in the following activities? _x000D_
_x000D_
Memorized math facts (such as 2 + 2 = 4).”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Measured the lengths and widths of things.”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Guessed the number of things (such as pennies in a jar).”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Compared the sizes of numbers (such as 5 is more than 4).”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Measured ingredients when cooking or baking.”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Played with jigsaw puzzles.”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Played with blocks or construction toys.”_x000D_
----_x000D_
1. Never or almost never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Several times a week_x000D_
5. Every day or almost every day_x000D_

Question “Do you have a home computer or other digital device that {CHILD} uses?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games?” _x000D_
_x000D_
InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter '0' in both the “Hours” and "Minutes" sections." _x000D_
_x000D_
Pre-unit “Hours:” _x000D_
_x000D_
Watermark "Enter hours"

Pre-unit “Minutes:” _x000D_
_x000D_
Watermark "Enter minutes"

Question “In an average week, how often does {CHILD} use a home computer or other digital device to play with programs that teach {him/her} something, like math or reading skills?”_x000D_
----_x000D_
1. Never_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question “Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “What is {CHILD} tutored in?”_x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. Reading_x000D_
2. Math_x000D_
3. Science_x000D_
4. Foreign language_x000D_
91. Other (Please specify):_x000D_

Question “Now we'd like to ask you about some of the activities your child might do. Has {CHILD} ever participated in any of the following activities?”_x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics_x000D_
2. Dance groups, classes, or lessons_x000D_
3. Music, for example, piano, instrumental music, or singing lessons_x000D_
4. Drama groups, classes, or lessons_x000D_
5. Art groups, classes, or lessons, for example, painting, drawing, sculpture_x000D_
6. Craft groups, classes, or lessons_x000D_
7. Language groups, classes, or lessons (to learn English or another language)_x000D_
8. None of the above_x000D_

Question “During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?”_x000D_
----_x000D_
1. Never_x000D_
2. Once or twice a week_x000D_
3. 3 to 6 times a week_x000D_
4. Every day_x000D_

Question “Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?”_x000D_
----_x000D_
1. Not at all safe_x000D_
2. Somewhat safe_x000D_
3. Very safe_x000D_

Question “In a typical week, please indicate the number of days your family eats any meal together.”_x000D_ _x000D_ InstResp “By family, we mean at least one adult and one child.”_x000D_ _x000D_ Pre-unit “Meals:”_x000D_ _x000D_ Watermark "Enter a number"
Question “In a typical week, please indicate the number of days your family eats an evening meal together.”_x000D_ _x000D_ InstResp “By family, we mean at least one adult and one child.”_x000D_ _x000D_ Pre-unit “Evening meals:”_x000D_ _x000D_ Watermark "Enter a number"
Question “On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night, or does {his/her} bedtime vary a lot from night to night?”_x000D_ ----_x000D_ 1. Has usual bedtime_x000D_ 2. Bedtime varies_x000D_
Question “On an average school night, how many hours of sleep does {CHILD} get?”_x000D_ _x000D_ Pre-unit “Hours:” _x000D_ _x000D_ Watermark "Enter hours"
Pre-unit “Minutes:” _x000D_ _x000D_ Watermark "Enter minutes"

Question "Next we would like to ask about {CHILD's} social skills and behavior._x000D_
_x000D_
Please indicate how often {CHILD} acts in the following ways._x000D_
_x000D_
Easily joins others in play."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Responds appropriately to teasing."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID._x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Comforts or helps others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question " Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Worries about things."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Listens carefully to others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Acts sad or depressed."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Controls {his/her} temper."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Cooperates with family members."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Keeps working at something until {he/she} is finished."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Argues with others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Fights with others."_x000D_
_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Shows interest in a variety of things."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has a tantrum when {he/she} does not get {his/her} way."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Concentrates on a task and ignores distractions."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Easily becomes angry."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Acts lonely."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Helps with chores."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has a problem being accepted and liked by others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Acts impulsively."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Says bad things about self."_x000D_
_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Is eager to learn new things."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “Hyperactive."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Is creative in work or in play."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question " Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Fidgets or moves too much."_x000D_
_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Is aggressive toward people or objects."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Withdraws from others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has low energy or is lethargic."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Acts anxious with others."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please indicate how often {CHILD} acts in the following ways. _x000D_
_x000D_
Says nobody likes {him/her}."_x000D_
_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has sleeping problems."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Disobeys rules or requests."_x000D_
_x000D_
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_x000D_
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----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Gets embarrassed easily."_x000D_
_x000D_
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_x000D_
CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Has eating problems."_x000D_
_x000D_
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_x000D_
CopyRight "Source: Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson, Inc. Adapted with permission. All rights reserved."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question "Please rate how true each of these statements is for {CHILD}._x000D_
_x000D_
When practicing an activity, has a hard time keeping {her/his} mind on it."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Untrue of {CHILD}_x000D_
3. Somewhat untrue of {CHILD}_x000D_
4. Neither untrue nor true of {CHILD}_x000D_
5. Somewhat true of {CHILD}_x000D_
6. True of {CHILD}_x000D_
7. Extremely true of {CHILD}_x000D_

Question "Will move from one task to another without completing any of them."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Untrue of {CHILD}_x000D_
3. Somewhat untrue of {CHILD}_x000D_
4. Neither untrue nor true of {CHILD}_x000D_
5. Somewhat true of {CHILD}_x000D_
6. True of {CHILD}_x000D_
7. Extremely true of {CHILD}_x000D_

Question "When drawing or coloring in a book, shows strong concentration."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Untrue of {CHILD}_x000D_
3. Somewhat untrue of {CHILD}_x000D_
4. Neither untrue nor true of {CHILD}_x000D_
5. Somewhat true of {CHILD}_x000D_
6. True of {CHILD}_x000D_
7. Extremely true of {CHILD}_x000D_

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods of time."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Untrue of {CHILD}_x000D_
3. Somewhat untrue of {CHILD}_x000D_
4. Neither untrue nor true of {CHILD}_x000D_
5. Somewhat true of {CHILD}_x000D_
6. True of {CHILD}_x000D_
7. Extremely true of {CHILD}_x000D_

Question "Please rate how true each of these statements is for {CHILD}._x000D_
_x000D_
Is easily distracted when listening to a story."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Untrue of {CHILD}_x000D_
3. Somewhat untrue of {CHILD}_x000D_
4. Neither untrue nor true of {CHILD}_x000D_
5. Somewhat true of {CHILD}_x000D_
6. True of {CHILD}_x000D_
7. Extremely true of {CHILD}_x000D_

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Untrue of {CHILD}_x000D_
3. Somewhat untrue of {CHILD}_x000D_
4. Neither untrue nor true of {CHILD}_x000D_
5. Somewhat true of {CHILD}_x000D_
6. True of {CHILD}_x000D_
7. Extremely true of {CHILD}_x000D_

Question "Please rate how true each of these statements is for {CHILD}. _x000D_
_x000D_
Can wait before entering into new activities if asked to."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Has trouble sitting still when told to (story time, etc.)."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Is good at following instructions."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Please rate how true each of these statements is for {CHILD}. _x000D_
_x000D_
Approaches places that {he/she} thinks might be "risky" slowly and cautiously."_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question "Can easily stop an activity when told "no.""_x000D_
----_x000D_
1. Extremely untrue of {CHILD}_x000D_
2. Somewhat untrue of {CHILD}_x000D_
3. Neither untrue nor true of {CHILD}_x000D_
4. Somewhat true of {CHILD}_x000D_
5. Extremely true of {CHILD}_x000D_

Question “How much do you agree or disagree with the following statements about {CHILD}._x000D_
_x000D_
{CHILD} becomes sad when other children are sad.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Somewhat disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Somewhat agree_x000D_
5. Strongly agree_x000D_

Question “{CHILD} gets upset seeing another child being punished for being naughty.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Somewhat disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Somewhat agree_x000D_
5. Strongly agree_x000D_

Question “{CHILD} seems to react to the moods of people around {him/her}.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Somewhat disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Somewhat agree_x000D_
5. Strongly agree_x000D_

Question “{CHILD} gets upset when another person is acting upset.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Somewhat disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Somewhat agree_x000D_
5. Strongly agree_x000D_

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN IN A GRID._x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Somewhat disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Somewhat agree_x000D_
5. Strongly agree_x000D_

Question "In the following items, please indicate on a scale from very unlikely to very likely the likelihood that you would respond in the ways listed for each item. _x000D_
_x000D_
If {CHILD} becomes angry because {he/she} is sick or hurt and can't go to {his/her} friend's birthday party, would you..._x000D_
_x000D_
Send {CHILD} to {his/her} room to cool off?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Get angry at {CHILD}?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Help {CHILD} think about ways that {he/she} can still be with friends (for example, invite some friends over after the party)?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Tell {CHILD} not to make a big deal out of missing the party?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Encourage {CHILD} to express {his/her} feelings of anger and frustration?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Soothe {CHILD} and do something fun with {him/her} to make {him/her} feel better about missing the party?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "For each of the following scenarios, please indicate how likely you would be to respond in the ways listed._x000D_
_x000D_
If {CHILD} is playing with other children and one of them calls {him/her} names, and {CHILD} then begins to tremble and become tearful, would you..._x000D_
_x000D_
Tell {CHILD} not to make a big deal out of it?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Feel upset yourself?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Tell {CHILD} to behave or you will have to go home right away?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Help {CHILD} think of constructive things to do when other children tease {him/her} (for example, find other things to do)?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Comfort {him/her} and play a game to take {his/her} mind off the upsetting event?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Encourage {him/her} to talk about how it hurts to be teased?"_x000D_
----_x000D_
1. Very unlikely_x000D_
2. Unlikely_x000D_
3. Somewhat unlikely_x000D_
4. Neither likely nor unlikely_x000D_
5. Somewhat likely_x000D_
6. Likely_x000D_
7. Very likely_x000D_

Question "Now, we'd like to ask some questions about your relationship with {NAME OF CURRENT PARTNER/your current spouse or partner}. Please describe your relationship."_x000D_
----_x000D_
1. Very happy_x000D_
2. Fairly happy_x000D_
3. Not too happy_x000D_

Question "Now we are going to show you some statements. Please select how true each statement is for you._x000D_
_x000D_
If {CHILD} is having problems at school, there is a friend, relative, or neighbor I can talk it over with."_x000D_
----_x000D_
1. Never true for you_x000D_
2. Sometimes true for you_x000D_
3. Always true for you_x000D_

Question "If I have an emergency and need cash, family or friends will loan it to me."_x000D_
----_x000D_
1. Never true for you_x000D_
2. Sometimes true for you_x000D_
3. Always true for you_x000D_

Question "If I have troubles or need advice, I have someone I can talk to."_x000D_
----_x000D_
1. Never true for you_x000D_
2. Sometimes true for you_x000D_
3. Always true for you_x000D_

Question "Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or back-up care providers." _x000D_
_x000D_
InstResp "Press Next to continue."

Question "Is {CHILD} now receiving care from a relative on a regular basis including care provided before or after school? This may include care provided by grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s {parents/guardians}}.
_x000D_
_x000D_
InstResp “Do not include care from parents or guardians, even if they do not live with {CHILD}.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How many different regular care arrangements do you currently have with relatives?”_x000D_
_x000D_
InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere.”_x000D_
----_x000D_
1. One_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question "{We'd like to know more about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?" _x000D_
_x000D_
InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere.”_x000D_
----_x000D_
1. Grandparent_x000D_
2. Aunt_x000D_
3. Uncle_x000D_
4. Brother_x000D_
5. Sister_x000D_
6. Another relative_x000D_

Question "Is the care provided by {{CHILD}'s {RELATIVE}/ that relative} in your home or another home?”_x000D_
----_x000D_
1. Own home_x000D_
2. Other home_x000D_
3. Both/Varies_x000D_

Question "Does {CHILD} receive that care before school, after school, or on weekends?" _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Before school_x000D_
2. After school_x000D_
3. Weekends_x000D_

Question "How many days each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?” _x000D_
_x000D_
InstResp “If the schedule changes, answer based on the schedule kept most often.”_x000D_
_x000D_
"Watermark “Days per week"

Question "How many hours each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?”_x000D_
_x000D_
InstResp “Please round to the nearest hour._x000D_
_x000D_
If the schedule changes, answer based on the schedule kept most often.”_x000D_
_x000D_
Watermark “Hours per week”

Question "Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}/that relative}, paid either by you or someone else?”_x000D_
_x000D_
InstResp “Please only think about the relative who provides the most care for {CHILD}.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Do any of the following people or organizations help to pay for {{his/her} {RELATIVE}/that relative} to care for {CHILD}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_
2. Temporary Assistance for Needy Families, or TANF_x000D_
3. Another social service or welfare agency_x000D_
4. An employer_x000D_
5. No one else helps to pay for this_x000D_
91. Someone else (Please specify):_x000D_

Question "How much does your household pay for {CHILD}'s {RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?"_x000D_ _x000D_ InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."_x000D_ _x000D_ Pre-unit "Dollars:"_x000D_ _x000D_ Watermark "Enter number"
Pre-unit "Unit:"_x000D_ ----_x000D_ 1. Per hour_x000D_ 2. Per day_x000D_ 3. Per week_x000D_ 4. Every two weeks_x000D_ 5. Per month_x000D_ 6. Per year_x000D_ 91. Other (Please specify):_x000D_
Question "How many children is this amount for, including {CHILD}?"_x000D_ ----_x000D_ 1. {CHILD} only_x000D_ 2. {CHILD} + 1 more (2 total)_x000D_ 3. {CHILD} + 2 more (3 total)_x000D_ 4. {CHILD} + 3 or more (4 or more total)_x000D_
Question "You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many hours each week does {CHILD} receive care from {these/this} other {relatives/relative}?" _x000D_ _x000D_ InstResp "Please round to the nearest hour."_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"

Question "{Now we'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.} "_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "How many different regular care arrangements do you currently have with nonrelatives?"_x000D_
----_x000D_
1. One_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question "{We'd like to know more about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?"_x000D_
----_x000D_
1. Own home_x000D_
2. Other home_x000D_
3. Both/Varies_x000D_

Question "Does {CHILD} receive that care before school, after school, or on weekends?" _x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. Before school_x000D_
2. After school_x000D_
3. Weekends_x000D_

Question "How many days each week does {CHILD} receive care from that person?"_x000D_
_x000D_
InstResp "If the schedule changes, answer based on the schedule kept most often."_x000D_
_x000D_
Watermark "Days per week"

Question "How many hours each week does {CHILD} receive care from that person?
_x000D_
_x000D_
Hours:"_x000D_
_x000D_
InstResp “Please round to the nearest hour. _x000D_
_x000D_
If the schedule changes, answer based on the schedule kept most often.”_x000D_
_x000D_
Watermark “Hours per week”

Question "Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or someone else?”_x000D_
_x000D_
InstResp “Please only think about the nonrelative who provides the most care for {CHILD}.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_
2. Temporary Assistance for Needy Families, or TANF_x000D_
3. Another social service or welfare agency_x000D_
4. An employer_x000D_
5. No one else helps to pay for this_x000D_
91. Someone else (Please specify):_x000D_

Question "How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?”_x000D_
_x000D_
InstrResp “Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."_x000D_
_x000D_
Pre-unit “Dollars:”_x000D_
_x000D_
Watermark “Enter number”

Pre-unit “Unit:”_x000D_
----_x000D_
1. Per hour_x000D_
2. Per day_x000D_
3. Per week_x000D_
4. Every two weeks_x000D_
5. Per month_x000D_
6. Per year_x000D_
91. Other (Please specify):_x000D_

Question "How many children is this amount for, including {CHILD}?”_x000D_
----_x000D_
1. {CHILD} only_x000D_
2. {CHILD} + 1 more (2 total)_x000D_
3. {CHILD} + 2 more (3 total)_x000D_
4. {CHILD} + 3 or more (4 or more total)_x000D_

Question "You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis in a private home. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?”_x000D_
_x000D_
InstResp "Please round to the nearest hour."_x000D_
_x000D_
Pre-unit "Hours:"_x000D_
_x000D_
Watermark “Hours per week”

Question “{The next questions are about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How many different day care centers or before- or after-school care programs does {CHILD} currently go to on a regular basis?”_x000D_
----_x000D_
1. One_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question "{The next questions are about the program where {CHILD} spends the most time now.} Is that program located in the school {CHILD} attends?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Does {CHILD} go to that program before school, after school, or on weekends?" _x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. Before school_x000D_
2. After school_x000D_
3. Weekends_x000D_

Question "How many days each week does {CHILD} go to that program?"_x000D_
_x000D_
InstResp "If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. _x000D_
_x000D_
If the schedule changes, answer for the arrangement where the most time is spent."_x000D_
_x000D_
Days:"_x000D_
_x000D_
Watermark "Days per week"

Question "Other than regular school hours, how many hours each week does {CHILD} go to that program?"_x000D_
_x000D_
InstResp "Please round to the nearest hour._x000D_
_x000D_
If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. _x000D_
_x000D_
If the schedule changes, answer for the arrangement where the most time is spent."
_x000D_
_x000D_
Pre-unit "Hours:" _x000D_
_x000D_
Watermark "Hours per week"

Question "Is there any charge or fee for that program, paid either by you or someone else?"_x000D_
_x000D_
InstResp "Please only think about the program that provides the most care for {CHILD}."_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Do any of the following people or organizations help to pay for {CHILD} to go to that program?"_x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_
2. Temporary Assistance for Needy Families, or TANF_x000D_
3. Another social service or welfare agency_x000D_
4. An employer_x000D_
5. No one else helps to pay for this_x000D_
91. Someone else (Please specify):_x000D_

Question "How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?"_x000D_
_x000D_
InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."_x000D_
_x000D_
Pre-unit "Dollars:"_x000D_
_x000D_
Watermark "Enter number"

Pre-unit "Unit:"_x000D_
----_x000D_
1. Per hour_x000D_
2. Per day_x000D_
3. Per week_x000D_
4. Every two weeks_x000D_
5. Per month_x000D_
6. Per year_x000D_
91. Other (Please specify):_x000D_

Question "How many children is this amount for, including {CHILD}?"_x000D_
----_x000D_
1. {CHILD} only_x000D_
2. {CHILD} + 1 more (2 total)_x000D_
3. {CHILD} + 2 more (3 total)_x000D_
4. {CHILD} + 3 or more (4 or more total)_x000D_

Question "You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?"_x000D_
_x000D_
InstResp "Please round to the nearest hour."_x000D_
_x000D_
Pre-unit "Hours:"_x000D_
_x000D_
Watermark "Hours per week"

Question "Does {CHILD} have any biological or adoptive parents who are not currently living in your household?"_x000D_
_x000D_
InstrResp "Please include parents who are deceased."_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question 'Which biological or adoptive parent(s) are not currently living in your household?"_x000D_
_x000D_
InstrResp "Please include parents who are deceased._x000D_
_x000D_
Select all that apply."_x000D_
----_x000D_
1. Biological mother_x000D_
2. Biological father_x000D_
3. Adoptive mother_x000D_
4. Adoptive father_x000D_

We would like to ask a few questions about {CHILD}'s {biological/adoptive} {mother/father}. Is {CHILD}'s {biological/adoptive} {mother/father} currently living?
_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. The {biological/adoptive} {mother/ father} is unknown._x000D_

What {was/is/} {CHILD}'s biological {mother's/father's} date of birth?_x000D_
_x000D_
Month:"_x000D_
_x000D_
InstResp "Please enter only the month and year."_x000D_
_x000D_
Watermark "Enter the month"

Pre-unit "Year:"_x000D_
_x000D_
Watermark "Enter the year"

Question "How old {is/was} {CHILD}'s biological {mother/father} {when {he/she} died}?
_x000D_
_x000D_
Years:"_x000D_
_x000D_
Watermark "Enter age in years"

Question "What is {CHILD}'s biological {mother's/father's} date of death?"_x000D_
_x000D_
Pre-unit "Month:"_x000D_
_x000D_
InstResp "Please enter only the month and year."_x000D_
_x000D_
Watermark "Enter the month"

Pre-unit "Year:"_x000D_
_x000D_
Watermark "Enter the year"

Question "{{Is/Was} {he/she} Hispanic or {Latino/Latina}?"_x000D_
_x000D_
InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "What {is/was} {his/her} race? You may name one or more races to indicate what {he/she} {considers/considered} {himself/herself} to be."_x000D_
_x000D_
InstResp "For the purposes of this study, Hispanic origins are not races. _x000D_
_x000D_
Select all that apply."_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or other Pacific Islander_x000D_
5. White_x000D_

Question "The next questions are about {CHILD}'s contact with {his/her} parents who live outside the household. _x000D_
_x000D_
{We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.} _x000D_
_x000D_
Please press Next to continue."

Question "How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}?"_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Less than one month_x000D_
2. More than a month but less than a year_x000D_
3. More than a year_x000D_
4. No contact since birth_x000D_
5. {Biological/Adoptive} {father/mother} is deceased_x000D_
6. {CHILD} has had no contact with {his/her} {biological/adoptive} {father/mother} since adoption_x000D_
7. {{CHILD} does not have an adoptive {mother/father}}_x000D_
8. {CHILD}'s {biological/adoptive} {father/mother} is not known or was only a donor_x000D_

Question “How many times have {CHILD} and {his/her} {biological/adoptive} {father/mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks? _x000D_
_x000D_
Pre-unit "Times:"_x000D_
_x000D_
Watermark "Number of times" _x000D_
_x000D_
SaVisible "True"

Question “For the next set of statements, please select whether each statement is completely true, mostly true, somewhat true, or not at all true._x000D_
_x000D_
Being a parent is harder than I thought it would be.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “{CHILD} does things that really bother me.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “I often feel angry with {CHILD}.”_x000D_
----_x000D_
1. Completely true_x000D_
2. Mostly true_x000D_
3. Somewhat true_x000D_
4. Not at all true_x000D_

Question “For the next set of statements, please select whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you._x000D_
_x000D_
Even if I am really busy, I make time to listen to {CHILD}.”_x000D_
----_x000D_
1. Never true_x000D_
2. Sometimes true_x000D_
3. Often true_x000D_
4. Very often true_x000D_

Question “I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}.”_x000D_
----_x000D_
1. Never true_x000D_
2. Sometimes true_x000D_
3. Often true_x000D_
4. Very often true_x000D_

Question “I encourage {CHILD} to talk about {his/her} troubles.”_x000D_
----_x000D_
1. Never true_x000D_
2. Sometimes true_x000D_
3. Often true_x000D_
4. Very often true_x000D_

Question “I encourage {CHILD} to tell me about {his/her} friends and activities.”_x000D_
----_x000D_
1. Never true_x000D_
2. Sometimes true_x000D_
3. Often true_x000D_
4. Very often true_x000D_

Question “I encourage {CHILD} to express {his/her} opinions.”_x000D_
----_x000D_
1. Never true_x000D_
2. Sometimes true_x000D_
3. Often true_x000D_
4. Very often true_x000D_

Question “When I lose my patience with {CHILD}’s questions and demands, I just don’t listen to {CHILD} anymore.”_x000D_
----_x000D_
1. Never true_x000D_
2. Sometimes true_x000D_
3. Often true_x000D_
4. Very often true_x000D_

Question “The following are a number of statements about your family. Please select how often it typically occurs in your home._x000D_
_x000D_
You threaten to punish {CHILD} and then do not actually punish {him/her}.”_x000D_
----_x000D_
1. Never_x000D_
2. Almost never_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Always_x000D_

Question “{CHILD} talks you out of being punished after {he/she} has done something wrong.”_x000D_
----_x000D_
1. Never_x000D_
2. Almost never_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Always_x000D_

Question “You let {CHILD} out of a punishment early, like lift restrictions earlier than you originally said.”_x000D_
----_x000D_
1. Never_x000D_
2. Almost never_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Always_x000D_

Question “Now we would like to ask about {CHILD}’s health and well-being._x000D_
_x000D_
How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?”_x000D_
----_x000D_
1. Never been to dentist or dental hygienist for dental care_x000D_
2. Less than 6 months_x000D_
3. 6 months to less than 1 year_x000D_
4. 1 year to 2 years_x000D_
5. More than 2 years_x000D_

Question “How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?”_x000D_
_x000D_
InstResp “Routine health care may include check-ups or immunization appointments.”_x000D_
----_x000D_
1. Never had routine health care_x000D_
2. Less than 6 months_x000D_
3. 6 months to less than 1 year_x000D_
4. 1 year to 2 years_x000D_
5. More than 2 years_x000D_

Question "Has {CHILD} ever had an ear infection?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Has {CHILD} ever had an ear ache?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "How old was {CHILD} when {he/she} had {his/her} first {ear infection/ear ache}?_x000D_
_x000D_
Years:"_x000D_
_x000D_
Watermark “Enter age in years”

Pre-unit “Months:”_x000D_
_x000D_
Watermark “Enter age in months”

Question "Was {CHILD} less than 2 years old when {he/she} had {his/her} first {ear infection/ear ache}?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Has {CHILD} had an ear infection since last spring?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Has {CHILD} had an ear ache since last spring?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?”_x000D_
_x000D_
Pre-unit “Times:”_x000D_
_x000D_
Watermark “Number of times”

Question “How have {CHILD}’s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?” _x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. No treatment/watch and wait_x000D_
2. Decongestants, antihistamines, or allergy medication_x000D_
3. Antibiotics_x000D_
4. Ear tubes were put into {CHILD}’s ears_x000D_
5. Analgesics (for example, fever reducer or pain reliever)_x000D_
6. Ear drops_x000D_
7. Flushing the ear, irrigation, or taking out ear wax_x000D_
8. Took out tonsils or adenoids_x000D_
9. Chiropractic treatments_x000D_
10. {CHILD} did not go to doctor, nurse, or medical professional_x000D_
91. Other (Please specify):_x000D_

Question “Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} has had surgery to place tubes in {his/her} ears?” _x000D_
_x000D_
InstResp “Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes.”_x000D_
----_x000D_
1. Right ear_x000D_
2. Left ear_x000D_
3. Both ears_x000D_

Question “Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {he/she} receive treatment for this condition?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill?”_x000D_
_x000D_
InstResp “This includes {Medicaid/ {or STATE NAME FOR MEDICAID}}.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?”_x000D_
_x000D_
Pre-unit “Days”_x000D_
_x000D_
Watermark “Number of days”

Question “How tall is {CHILD} without shoes?” _x000D_
_x000D_
InstResp “Your best guess is fine.”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Answer in feet and inches_x000D_
2. Answer in meters and centimeters_x000D_

Question “Please answer for how tall {CHILD} is in feet and inches without shoes.
_x000D_
_x000D_
Unit "and"_x000D_
_x000D_
Watermark: “Enter feet”

Watermark “Enter inches”

Question “Please answer for how tall {CHILD} is in meters and centimeters without shoes.”_x000D_
_x000D_
Unit “and”_x000D_
_x000D_
Watermark “Enter meters”

Watermark “Enter centimeters”

Question “How much does {CHILD} weigh without shoes?”_x000D_
_x000D_
InstResp “Your best guess is fine.”_x000D_
_x000D_
SaVisible “True”_x000D_
----_x000D_
1. Answer in pounds_x000D_
2. Answer in kilograms_x000D_

Question “Please answer for how much {CHILD} weighs in pounds without shoes.”_x000D_
_x000D_
Watermark: “Enter pounds”

Question “Please answer for how much {CHILD} weighs in kilograms without shoes._x000D_
_x000D_
Watermark: “Enter kilograms”

Question “Before {CHILD} turned 3, did {he/she} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?”_x000D_
_x000D_
InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3).”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"_x000D_
_x000D_
InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3).”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"_x000D_
_x000D_
InstResp “An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"_x000D_
_x000D_
InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Has {CHILD} ever received any services through a 504 plan?"_x000D_
_x000D_
InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Is {CHILD} currently receiving any services through a 504 plan?"_x000D_
_x000D_
InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age. _x000D_
_x000D_
{CHILD} is independent and takes care of {himself/herself} …”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} pays attention …”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} learns, thinks, and solves problems …”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} shows good coordination in moving {his/her} arms and legs…”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} behaves and relates to other children…”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “{CHILD} behaves and relates to adults …”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “Thinking about {CHILD}'s overall activity level, would you say {he/she} is …”_x000D_
----_x000D_
1. Less active than other children of {his/her} age?_x000D_
2. About as active?_x000D_
3. Slightly more active?_x000D_
4. A lot more active than other children of {his/her} age?_x000D_

Question “Does {CHILD} have any emotional or psychological difficulties?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Do you think {CHILD}’s emotional or psychological difficulties are a mild problem, a moderate problem, or a severe problem?”_x000D_
----_x000D_
1. Mild problem_x000D_
2. Moderate problem_x000D_
3. Severe problem_x000D_

Question “{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself}{,} {or}/paying attention{,} {or}/learning, thinking, and solving problems{,} {or}/ coordination in moving {his/her} arms and legs{,} {or}/behaving and relating to other children{,} {or}/ behaving and relating to adults{,} {or}/{his/her} overall activity level{,} {or}/{his/her} emotional or psychological difficulties}?”_x000D_
_x000D_
InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?”_x000D_
_x000D_
InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What was the diagnosis or were the diagnoses?” _x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Learning disability (including dyslexia, dyscalculia, and dysgraphia)_x000D_
2. Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)_x000D_
3. Developmental delay_x000D_
4. Asperger’s syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder_x000D_
5. Intellectual or cognitive disability_x000D_
6. Orthopedic impairment_x000D_
7. Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia)_x000D_
8. Traumatic brain injury_x000D_
9. Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)_x000D_
91. Other (Please specify):_x000D_

Question “What type of learning disability does {CHILD} have?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Dyslexia_x000D_
2. Dyscalculia_x000D_
3. Dysgraphia_x000D_
91. Other (Please specify):_x000D_

Question “What type of autistic spectrum disorder does {CHILD} have?”_x000D_
----_x000D_
1. Asperger's syndrome_x000D_
2. Autism_x000D_
3. Pervasive developmental disorder (PDD)_x000D_
4. Rett syndrome_x000D_
5. Childhood disintegrative disorder (CDD)_x000D_
91. Other (Please specify):_x000D_

Question: “What type of emotional disturbance does {CHILD} have?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Panic disorder_x000D_
2. Separation anxiety disorder_x000D_
3. Obsessive compulsive disorder_x000D_
4. Generalized anxiety disorder_x000D_
5. Other anxiety disorder_x000D_
6. Bipolar disorder_x000D_
7. Depression_x000D_
8. Oppositional defiant disorder (ODD)_x000D_
9. Eating disorders_x000D_
10. Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)_x000D_
11. Schizophrenia_x000D_
91. Other (Please specify):_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?”_x000D_
_x000D_
SaVisible “True”_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder /an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?_x000D_
_x000D_
Months:”_x000D_
_x000D_
Watermark “Enter age in months”

Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/ Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?_x000D_
_x000D_
Years:”_x000D_
_x000D_
Watermark “Enter age in years”

Question “What was the month and year when the diagnosis was made?” _x000D_
_x000D_
InstResp “If there was more than one diagnosis, report the earliest.”_x000D_
_x000D_
Pre-unit “Month:”_x000D_
_x000D_
Watermark “Enter month”

Pre-unit “Year:”_x000D_
_x000D_
Watermark “Enter year”

Question “How long has {CHILD} taken such prescription medicine for {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder /intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}, in total?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Is {CHILD} medicated for ADD or ADHD to help with behavior at school, at home, or both?”_x000D_
----_x000D_
1. At school_x000D_
2. At home_x000D_
3. Both at school and at home_x000D_

Question “How long has {CHILD} taken such prescription medicine for {a learning disability/Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/Autism/Pervasive development disorder (PDD)/Rett syndrome/Childhood disintegrative disorder (CDD)/an autistic spectrum disorder /intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}, in total?”_x000D_
----_x000D_
1. Less than one month_x000D_
2. Less than a year_x000D_
3. 1 to 2 years_x000D_
4. 3 to 4 years_x000D_
5. 5 years or more_x000D_

Question “For the next question, please base your answer on how {CHILD} compares to other children of the same age. {CHILD} pronounces words, communicates with, and understands others…”_x000D_
_x000D_
InstResp “If {CHILD} differs on any of these, answer for the area in which the child has the most difficulty.”_x000D_
----_x000D_
1. Better than other children {his/her} age_x000D_
2. As well as other children_x000D_
3. Slightly less well than other children_x000D_
4. Much less well than other children_x000D_

Question “When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did or does {CHILD} have any of the following? _x000D_
_x000D_
Problem with talking too loudly”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Problem with talking too softly”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “A problem chewing”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “A problem swallowing”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did or does {CHILD} have any of the following? _x000D_
_x000D_
A problem with stuttering”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “A cleft lip and/or palate”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Abnormalities of the face or head”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Malformation of the ear”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?” _x000D_
_x000D_
InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which best describes {CHILD}’s hearing?”_x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Excellent_x000D_
2. Good_x000D_
3. A little trouble hearing_x000D_
4. Moderate trouble hearing_x000D_
5. A lot of trouble hearing_x000D_
6. Deaf_x000D_

Question “Please indicate whether the following statement describes {CHILD}'s hearing. _x000D_
_x000D_
{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.” _x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear.” _x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Is {CHILD}’s hearing worse in one ear?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which best describes {CHILD}'s hearing in {his/her} worse ear?” _x000D_
_x000D_
InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_
----_x000D_
1. Excellent_x000D_
2. Good_x000D_
3. A little trouble hearing_x000D_
4. Moderate trouble hearing_x000D_
5. A lot of trouble hearing_x000D_
6. Deaf_x000D_

Question “{Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?”_x000D_
_x000D_
InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional._x000D_
_x000D_
For the hearing and vision questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did you obtain a diagnosis of a problem from a professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Awaiting evaluation_x000D_

Question “What was the diagnosis?” _x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Ear wax_x000D_
2. Ear canal deformity_x000D_
3. Ear infection_x000D_
4. Fluid in the ear_x000D_
5. Eardrum problem_x000D_
6. Illness_x000D_
7. Cytomegalovirus (CMV)_x000D_
8. Ototoxic exposure to drugs or medicines_x000D_
9. Noise exposure_x000D_
10. Genetic cause_x000D_
11. Injury or trauma to head and neck_x000D_
12. Ear or facial surgery_x000D_
13. Nerve deafness_x000D_
14. Central auditory processing disorder_x000D_
15. Deafness_x000D_
16. Hearing loss, cause unknown_x000D_
91. Other (Please specify):_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?”_x000D_
_x000D_
SaVisble “True”_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?”_x000D_
_x000D_
Pre-unit: “Months:”_x000D_
_x000D_
Watermark “Enter months”

Question “How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?_x000D_
_x000D_
Years:”_x000D_
_x000D_
Watermark: “Enter years”

Question “What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed?” _x000D_
_x000D_
InstResp “If there was more than one diagnosis, enter the month and year for the earliest diagnosis.”_x000D_
_x000D_
Watermark “Enter the month”_x000D_
_x000D_
“Don’t know”

Pre-unit “Year:”_x000D_
_x000D_
Watermark “Enter the year”

Question “{Since last spring, has {CHILD} gotten/Has {CHILD} ever worn} a hearing aid?”_x000D_
----_x000D_
1. Yes, currently_x000D_
2. Yes, in the past_x000D_
3. No_x000D_

Question “At what age was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_
_x000D_
InstResp “This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.”_x000D_
_x000D_
SaVisible “True”_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_
_x000D_
Pre-unit “Months:”_x000D_
_x000D_
Watermark “Enter months”

Question “At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_
_x000D_
Pre-unit “Years:”_x000D_
_x000D_
Watermark “Enter years”

Question “How often does {CHILD} use the hearing aid(s) in school?”_x000D_
----_x000D_
1. All of the time_x000D_
2. Most of the time_x000D_
3. Sometimes_x000D_
4. Rarely_x000D_
5. Never_x000D_

Question “Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid{s}. _x000D_
_x000D_
{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Since last spring has/Has} a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “At what age was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_
Question “At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”
Question “At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
Question “Does {CHILD} have a cochlear implant?”_x000D_ ----_x000D_ 1. Yes, one ear only – right ear_x000D_ 2. Yes, one ear only – left ear_x000D_ 3. Yes, in both ears_x000D_ 4. No_x000D_
Question “In what year was it implanted?”_x000D_ _x000D_ Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”_x000D_ _x000D_ “Don’t know”
Question “How old was {CHILD} when it was implanted?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_
Question “How old was {CHILD}, in months, when it was implanted?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”

Question “How old was {CHILD}, in years, when it was implanted?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
Question “In what years were they implanted?”_x000D_ _x000D_ Unit “and” _x000D_ _x000D_ Watermark “Enter year for left ear”
Watermark “Enter year for right ear”
Question “{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_
Question “{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}”_x000D_ _x000D_ Pre-unit “Age in months:”_x000D_ _x000D_ Watermark “Enter age in months for left ear”
Question “{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}”_x000D_ _x000D_ Pre-unit “Age in years:”_x000D_ _x000D_ Watermark “Enter age in years for left ear”
Question “And in the right ear?”_x000D_ _x000D_ Pre-unit “Age in months:”_x000D_ _x000D_ Watermark “Enter age in months for right ear”_x000D_ _x000D_ “Don’t know”
Question “And in the right ear?”_x000D_ _x000D_ Pre-unit “Age in years:”_x000D_ _x000D_ Watermark “Enter age in years for right ear”

Question “Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s). _x000D_
_x000D_
{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Now I want to ask you about {CHILD}’s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance, things up close like letters on paper, or both?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes, seeing things up close_x000D_
2. Yes, seeing things in the distance_x000D_
3. Yes, both_x000D_
4. No_x000D_

Question “Has {CHILD}'s vision ever been evaluated by an eye care professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Did you obtain a diagnosis of a vision-related problem from an eye care professional?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Awaiting evaluation_x000D_

Question “What was the diagnosis?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Nearsightedness (Myopia)_x000D_
2. Farsighted (Hyperopia)_x000D_
3. Color blindness or deficiency_x000D_
4. Astigmatism_x000D_
5. Crossed or wandering eye (Strabismus)_x000D_
6. Amblyopia or “lazy eye”_x000D_
7. Retinopathy_x000D_
8. Blindness_x000D_
9. Condition requiring glasses – Specific condition unspecified_x000D_
91. Other (Please specify):_x000D_

Question “How old was {CHILD} when the first diagnosis of a problem was made?”
_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Answer in months_x000D_
2. Answer in years_x000D_

Question “How old was {CHILD}, in months, when the first diagnosis of a problem was made?”

Pre-unit “Months:”

Watermark “Enter months”

Question “How old was {CHILD}, in years, when the first diagnosis of a problem was made?”_x000D_
_x000D_
Pre-unit “Years:”_x000D_
_x000D_
Watermark “Enter years”

Question “What was the month and year the diagnosis was made?” _x000D_
_x000D_
InstResp “If there was more than one diagnosis, report the earliest.”_x000D_
_x000D_
Pre-unit “Month:”_x000D_
_x000D_
Watermark “Enter month”

Pre-unit “Year:”_x000D_
_x000D_
Watermark “Enter the year”

Question “Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often does {CHILD} wear glasses or contact lenses?”_x000D_
----_x000D_
1. All of the time_x000D_
2. Most of the time_x000D_
3. Sometimes_x000D_
4. Rarely_x000D_
5. Never_x000D_
6. Child does not have glasses or contacts_x000D_

Question “Does {CHILD} have glasses or contact lenses?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Do {CHILD}’s glasses or contacts help {him/her} see things up close, see things in the distance, or both?”_x000D_
----_x000D_
1. See things up close_x000D_
2. See things in the distance_x000D_
3. Both_x000D_

Question “Would you say {CHILD}'s health is …”_x000D_
----_x000D_
1. Excellent_x000D_
2. Very good_x000D_
3. Good_x000D_
4. Fair, or_x000D_
5. Poor?_x000D_

Question “During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?”_x000D_
_x000D_
InstResp “Children with disabilities include children with developmental delays, communication impairments, or special health care needs.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?”_x000D_
_x000D_
InstResp “Children with disabilities include children with developmental delays, communication impairments, or special health care needs.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Is {CHILD} still receiving {this service/any of these services}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What is the month and year when {{CHILD} last received {NAME OF SINGLE SERVICE}/the last of these services was received}?” _x000D_
_x000D_
Pre-unit “Month:”_x000D_
_x000D_
Watermark “Enter month”

Pre-unit “Year:”_x000D_
_x000D_
Watermark “Enter year”

Question “During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she} participate in a special education program?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?”_x000D_
----_x000D_
1. Completely satisfied_x000D_
2. Very satisfied_x000D_
3. Fairly satisfied_x000D_
4. Somewhat satisfied_x000D_
5. Very dissatisfied_x000D_

Question “Now we have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?” _x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “During this school year, have other children ever told lies or untrue stories about {CHILD}?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often has this happened?”_x000D_
_x000D_
InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_
----_x000D_
1. Rarely_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_

Question “Now, we would like to ask you about your health. In general, would you say that your health is…”_x000D_
----_x000D_
1. Excellent_x000D_
2. Very good_x000D_
3. Good_x000D_
4. Fair, or_x000D_
5. Poor?_x000D_

Question “During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?”_x000D_
----_x000D_
1. A lot of stress_x000D_
2. A moderate amount of stress_x000D_
3. Relatively little stress_x000D_
4. Almost no stress at all_x000D_

Question “During the past 12 months, would you agree that the coronavirus pandemic has increased your amount of stress?”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Somewhat disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Somewhat agree_x000D_
5. Strongly agree_x000D_

Question “These next questions are about whether your family is able to afford the food that you need. Please select whether the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2020._x000D_
_x000D_
{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “The food that {I/we} bought just didn’t last, and {I/we} didn’t have money to get more.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “{I/We} couldn’t afford to eat balanced meals.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often did this happen?”_x000D_
----_x000D_
1. Almost every month_x000D_
2. Some months, but not every month_x000D_
3. In only 1 or 2 months_x000D_

Question “In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, did you lose weight because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often did this happen?”_x000D_
----_x000D_
1. Almost every month_x000D_
2. Some months, but not every month_x000D_
3. In only 1 or 2 months_x000D_

Question “Please select whether the statement was often true, sometimes true, or never true in the last 12 months}, that is, since last {CURRENT MONTH}, 2020, for {{CHILD}/children living in the household who are under 18 years old}._x000D_
_x000D_
{I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.”_x000D_
----_x000D_
1. Often true_x000D_
2. Sometimes true_x000D_
3. Never true_x000D_

Question “In the last 12 months, that is, since last {CURRENT MONTH}, 2020, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often did this happen?”_x000D_
----_x000D_
1. Almost every month_x000D_
2. Some months, but not every month_x000D_
3. In only 1 or 2 months_x000D_

Question “In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During the last 6 months, did you or anyone in your household get free groceries or a free meal because of money problems related to the coronavirus pandemic?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Where did you get free groceries or free meals?”_x000D_
_x000D_
InstResp: Select all that apply._x000D_
----_x000D_
1. Free meals through the school or other programs aimed at children_x000D_
2. Food pantry or food bank_x000D_
3. Home-delivered meal service like Meals on Wheels_x000D_
4. Church, synagogue, temple, mosque or other religious organization_x000D_
5. Shelter or soup kitchen_x000D_
6. Other community program_x000D_
7. Family, friends, or neighbors_x000D_

Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}

What is the highest grade or year of school or degree that {you/{NAME}/{CHILD}'s {biological/adoptive} {mother/father}} {have/has} completed?"
---
0. Never went to school
1. 1st grade
2. 2nd grade
3. 3rd grade
4. 4th grade
5. 5th grade
6. 6th grade
7. 7th grade
8. 8th grade
9. 9th grade
10. 10th grade
11. 11th grade
12. 12th grade but no diploma
13. High school equivalent/GED
14. High school diploma
15. Vocational or technical program after high school but no vocational/technical diploma
16. Vocational or technical program after high school, diploma
17. Some college but no degree
18. Associate's degree
19. Bachelor's degree
20. Graduate or professional school but no degree
21. Master's degree (MA, MS)
22. Doctorate degree (Ph.D, Ed.D)
23. Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)

Question “{Now we have some questions about {CHILD}’s parents’ education.} {Are you/Is {NAME}/Is {CHILD}’s {biological/adoptive} {mother/father}} currently attending or enrolled in any courses from a school, college, or university?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Are you/Is {NAME}}/Is {CHILD}’s {biological/adoptive} {mother/father}} currently taking courses full time or part time?”_x000D_
----_x000D_
1. Full-time_x000D_
2. Part-time_x000D_

Question “{Now we would like to ask about employment.} During the past week, did {you/{NAME}} work at a job for pay?” _x000D_
_x000D_
InstResp “If {you are/{NAME} is} self-employed, select yes.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Were you/Was {NAME}} on leave or vacation from a job?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How many jobs {do you/does {NAME}} have now?”_x000D_
_x000D_
Pre-unit “Jobs:”_x000D_
_x000D_
Watermark “Number of jobs”

Question “About how many total hours per week {do you/does {NAME}} usually work for pay{, counting {both jobs/all{#} jobs}?” _x000D_
_x000D_
InstResp “If hours vary, provide average hours per week.”_x000D_
_x000D_
Pre-unit “Hours:”_x000D_
_x000D_
Watermark “Hours per week”

Question “{Have you/Has {NAME}} been actively looking for work in the past 4 weeks?”_x000D_
_x000D_
Inst Resp “By actively looking for work, we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending/submitting a resume or filling out applications; contacting a school or university employment center; or checking a union or professional register.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What {have you/has {NAME}} been doing in the past 4 weeks to find work?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Checked with public employment agency_x000D_
2. Checked with private employment agency_x000D_
3. Checked with employer directly/sent resume_x000D_
4. Checked with friends or relatives_x000D_
5. Placed or answered ads/sent resume/applications_x000D_
6. Contacted school/university employment center_x000D_
7. Checked a union register or professional register_x000D_
8. Attended job training_x000D_
9. Read want-ads/Internet search_x000D_
91. Something else (Please specify):_x000D_

Question “What {were you/was {NAME}} doing most of last week?” _x000D_
_x000D_
InstResp “If you did more than one of the following last week, please select the one you did the most.”_x000D_
----_x000D_
1. Keeping house or caring for children or other family members_x000D_
2. Going to school_x000D_
3. Retired_x000D_
4. Unable to work_x000D_
91. Something else (Please specify):_x000D_

Question “Could {you/{NAME}} have taken a job last week if one had been offered?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}? _x000D_
_x000D_
InstResp “Please type the name of the company, business, organization, or other employer. {If {you/{NAME}} {work/works} more than one current job, type the one at which {you spend/{NAME} spends} the most time.}_x000D_
_x000D_
Pre-unit “Name:”_x000D_
_x000D_
Watermark “Enter employer name”

Question “What kind of business or industry {is/was} this?” _x000D_
_x000D_
InstResp “Please describe what they make or do. For example, TV and radio manufacturing, retail shoe store, state labor department, farming.”_x000D_
_x000D_
Pre-unit “Business or industry:”_x000D_
_x000D_
Watermark “Enter industry description”

Question “What kind of work {are/is/were/was} {you/{NAME}} doing?” _x000D_
_x000D_
InstResp “Please type what {your/{NAME}'s} job {is/was} called. For example, electrical engineer, stock clerk, administrative assistant, or farmer.”_x000D_
_x000D_
Pre-unit “Title:”_x000D_
_x000D_
Watermark “Enter job title”

Question “What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?”_x000D_
_x000D_
InstResp “For example, word processing, keeping account books, filing, selling cars, operating a printing press, finishing concrete.”_x000D_
_x000D_
Pre-unit “Duties:”_x000D_
_x000D_
Watermark “Enter job duties”

Question “Since {CHILD} was born, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?” _x000D_
_x000D_
InstResp “Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?”_x000D_
_x000D_
InstResp “Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} receive complete school lunches for free or reduced price at school?”_x000D_
_x000D_
InstResp “By complete school lunch, we mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she} brought from home.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Are these lunches free or reduced price?”_x000D_
----_x000D_
1. Free_x000D_
2. Reduced price_x000D_

Question “Does {CHILD}'s school offer breakfast for its students?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} usually receive a breakfast provided by the school?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} receive free or reduced price breakfasts at school?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Are these breakfasts free or reduced price?”_x000D_
----_x000D_
1. Free_x000D_
2. Reduced price_x000D_

Question “During the last five days {CHILD} was in school, how many school breakfasts did {he/she} receive?”_x000D_
_x000D_
Pre-unit “Breakfasts:”_x000D_
_x000D_
Watermark “Number of breakfasts”

Question “In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?”_x000D_
----_x000D_
1. $5,000 or less_x000D_
2. $5,001 to $10,000_x000D_
3. $10,001 to $15,000_x000D_
4. $15,001 to $20,000_x000D_
5. $20,001 to $25,000_x000D_
6. $25,001 to $30,000_x000D_
7. $30,001 to $35,000_x000D_
8. $35,001 to $40,000_x000D_
9. $40,001 to $45,000_x000D_
10. $45,001 to $50,000_x000D_
11. $50,001 to $55,000_x000D_
12. $55,001 to $60,000_x000D_
13. $60,001 to $65,000_x000D_
14. $65,001 to $70,000_x000D_
15. $70,001 to $75,000_x000D_
16. $75,001 to $100,000_x000D_
17. $100,001 to $200,000_x000D_
18. $200,001 or more_x000D_

Question “What was your total household income last year, to the nearest thousand?”_x000D_
_x000D_
Pre-unit “Total income:”_x000D_
_x000D_
Watermark “Enter number”

Question “Did you use a voucher provided by the government to attend {his/her} current school?” _x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Since {CHILD} was born, have you had to move from your home because you couldn’t afford it?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Since {CHILD} was born, how many different places has {CHILD} lived for four months or more?"_x000D_ _x000D_ InstResp "Enter zero if {CHILD} did not live anywhere since {CHILD} was born for four months or more?"_x000D_ _x000D_ Watermark "Number of places"
Question "Why did you move?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. So child could go to a better school_x000D_ 2. Bought a house_x000D_ 3. Moved to be nearer job; job-related reasons_x000D_ 4. Moved to nicer apartment/house_x000D_ 5. Moved to safer area, crime-related reasons_x000D_ 6. Moved to less expensive living quarters_x000D_ 7. Bank had to buy back the home (foreclosed)_x000D_ 8. Was evicted, could not pay rent in previous residence_x000D_ 9. Old house/apartment was damaged_x000D_ 10. Moved because of marital separation, divorce, death in family_x000D_ 91. Other (Please specify):_x000D_
Question "How long has {CHILD} lived in {his/her} current residence?"_x000D_ _x000D_ Watermark "Years"
Pre-unit "Months:"_x000D_ _x000D_ Watermark "Enter age in months"
Question "In case we contact you for the next survey two years from now, we would like to ask a few questions about how to reach you."_x000D_ _x000D_ InstResp "Select Next to continue."
Question "Please enter your contact information. _x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
Question "Or_x000D_ _x000D_ Mobile Number:"_x000D_ _x000D_ By providing my mobile phone number, I agree to receive a text message to log back into this survey. Message and data rates may apply.

Question "{We might like to contact you in the future to remind you about the parent survey two years from now.} Do we have permission to text you? _x000D_
_x000D_
By providing my mobile phone number, I agree to receive a text message. Message and data rates may apply."_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Is there a second phone number, such as a work number or a friend or relative's number, where you can sometimes be reached?"_x000D_
_x000D_
InstResp "We will only contact this number if we cannot locate you for the next survey."_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "We have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "What is that telephone number?_x000D_
_x000D_
Enter {new} second telephone number:"_x000D_
_x000D_
InstResp "If it is a mobile phone number, message and data rates may apply."

Question "Please enter an extension if there is one._x000D_
_x000D_
Extension"

Question "Where is this telephone located or to whom does this number belong?"_x000D_
----_x000D_
1. Office/place of business_x000D_
2. Relative (Please specify):_x000D_
3. Neighbor (Please specify):_x000D_
4. Friend (Please specify):_x000D_
5. Mobile phone_x000D_
6. Home phone/landline_x000D_
7. Other (Please specify):_x000D_

InstResp "{Please provide the name of the {relative/neighbor/friend/other location or person}.}"

Question “We have recorded that {NAME OF RELATIVE/FRIEND}_x000D_ _x000D_ at {EMAIL ADDRESS}_x000D_ _x000D_ on_x000D_ {STREET ADDRESS, LINE 1}_x000D_ {STREET ADDRESS, LINE 2}_x000D_ {CITY}_x000D_ {STATE}_x000D_ {ZIP CODE}_x000D_ _x000D_ will always know where you are if you move. Is this still true?”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes - no correction needed_x000D_ 2. Yes - minor corrections needed_x000D_ 3. No_x000D_
Question “Is there {another/a} relative or friend, who does not live in this household, who will always know where you are if you move?”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Please {enter/correct/enter new} contact information for that person? _x000D_ _x000D_ First Name: "
Question Last Name:"
Question Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
Question " Mailing address:_x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
Question “City:"

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark “Select a state”

Question "Zip code:"

Question Please {enter /correct } person’s relationship to you:"_x000D_
----_x000D_
1. Yes - no correction needed_x000D_
2. Yes - minor corrections needed_x000D_
3. No_x000D_

We have also recorded that {NAME OF RELATIVE/FRIEND} _x000D_
_x000D_
at {EMAIL ADDRESS} _x000D_
_x000D_
on_x000D_
{STREET ADDRESS, LINE 1}_x000D_
{STREET ADDRESS, LINE 2}_x000D_
{CITY}_x000D_
{STATE}_x000D_
{ZIP CODE} _x000D_
_x000D_
will always know where you are if you move. Is this still true?_x000D_
_x000D_
InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_
----_x000D_
1. Yes - no correction needed_x000D_
2. Yes - minor corrections needed_x000D_
3. No_x000D_

Question “Besides {PERSON FROM PRELOAD/PERSON AT CMQ210a}, is there another relative or friend, who does not live in this household, who will always know where you are if you move?”_x000D_
_x000D_
InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Please {enter/correct/enter new} contact information for that person._x000D_
_x000D_
First Name:”

Question “Last Name:”
Question “Email address:”_x000D_ _x000D_ Watermark “name@domain.com”
Question “Mailing address:_x000D_ _x000D_ Address Line 1:”
Question “Address Line 2:”_x000D_ _x000D_ Watermark “Apartment number”
Question “City:”
Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
Question "Zip code:"
Question “Please {enter/correct } person's relationship to you:”_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure.”
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete the survey and return to the MyECLS website. This will save your responses and keep them secure."

Construct	Research Question
Introduction	NA
Respondent selection	NA
Respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA
Alternate respondent selection	NA

Alternate respondent selection	NA
Alternate respondent selection	NA
Respondent selection	NA
Respondent selection	NA
Respondent selection	NA

Consent	NA
Consent	NA
Consent	NA
Child name	NA
Child name	NA
Child name	NA
Child name	NA
Child gender	P-RQ2, P-RQ5
Child gender	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5

Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child age	P-RQ2, P-RQ5
Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of mailing address	NA

Confirmation of mailing address	NA
Confirmation of mailing address	NA
Confirmation of email address	NA
Mobile number	NA
Landline number	NA
Parent’s choice of school for child	P-RQ1, P-RQ3

Parent's choice of school for child	P-RQ1, P-RQ3
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4
School-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5
Other specify for school-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5
Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5

Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5
Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5

School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5

School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Whether school provides translated materials	P-RQ1, P-RQ2, P-RQ3, P-RQ5

Barriers to involvement with the school	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Barriers to involvement with the school, whether school methods of communication are in the respondent's native language	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Parent satisfaction with the school	P-RQ3
How many times the child has been late for school	P-RQ2, P-RQ3
Perception of the amount of homework	P-RQ3

How often parent or someone else helps the child with homework	P-RQ3, P-RQ5
How often parent or someone else checked that the child completed homework	P-RQ3, P-RQ5
Parent report of the child's grades	P-RQ5
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3

The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
Family structure change and loss (e.g., remarriage, divorce, and death)	P-RQ1, P-RQ2, P-RQ5
Family structure change and loss (e.g., remarriage, divorce, and death), information about why people who were in the household in a previous round of collection have left the household	P-RQ1, P-RQ2, P-RQ5

Other specify for information about why people who were in the household in a previous round of collection have left the household	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5

Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5

Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Change in family relationship of key parent figures to the child (e.g., became adopted)	P-RQ1, P-RQ2, P-RQ5

Change in family relationship of key parent figures to the child (e.g, became adopted)	P-RQ1, P-RQ2, P-RQ5
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5

Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Other specify for current household roster	P-RQ1, P-RQ2, P-RQ5
Ethnicity of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)	P-RQ1, P-RQ2, P-RQ5
Race of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)	P-RQ1, P-RQ2, P-RQ5

Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Other specify for marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Consent to prefill household roster data	NA
Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Frequency of reading activities with the child	P-RQ2, P-RQ3

Frequency of reading activities with the child	P-RQ2, P-RQ3
Literacy materials in the home	P-RQ2
Literacy materials in the home	P-RQ2
Library use	P-RQ2
Reading by the child	P-RQ2

Reading by the child	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2

Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2

Math activities	P-RQ2
Math activities	P-RQ2
Availability and use of a home computer/digital device	P-RQ2
Amount of time the child plays video games	P-RQ2
Amount of time the child plays video games	P-RQ2
How often the child uses a home computer/digital device for educational purposes	P-RQ2

Tutoring	P-RQ5
Tutoring	P-RQ2
Other specify for tutoring	P-RQ2
Children’s organized activities (sports, music, art, etc.)	P-RQ2
Outside play and perception of how safe it is for children to play outside	P-RQ2
Outside play and perception of how safe it is for children to play outside, neighborhood safety	P-RQ2

Frequency with which the family eats meals together	P-RQ2
Frequency with which the family eats meals together	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2

Social interaction	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5

Social interaction	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5

Self-control	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5

Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5

Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5

Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5
Attention Focusing	P-RQ2, P-RQ5

Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5

Inhibitory Control	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5

Affective empathy	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5

Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5

Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5

Emotional socialization	P-RQ2, P-RQ5
Marital satisfaction	P-RQ5
Social support	P-RQ5
Social support	P-RQ5
Social support	P-RQ5
Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3

Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3

Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3

Other specify for payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements unit (relative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3

Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements, by type of arrangement (eg, nonrelative nonnonrelative center-based) (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements unit (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3

Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3

Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Other specify for payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Other specify payment for current ECE arrangements unit (center)	P-RQ1, P-RQ2, P-RQ3

Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3
Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3
Biological and adoptive parents' vital status	P-RQ1, P-RQ2, P-RQ3

Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Biological parents' vital status	P-RQ1, P-RQ2, P-RQ3
Biological parents' vital status	P-RQ1, P-RQ2, P-RQ3
Biological parents' vital status	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3

Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Introduction to nonresident parent section	P-RQ1, P-RQ2, P-RQ3
Time since last contact (either in person or by telephone, email, text, etc.) with biological/adoptive parents no longer living in household	P-RQ1, P-RQ2, P-RQ3

Frequency of contact in the last four weeks that was not in person (e.g., by telephone, email, text, etc.) with biological/adoptive parents no longer living in the household	P-RQ1, P-RQ2, P-RQ3
Parenting stress	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5

Parent-child communication	P-RQ2, P-RQ5
Parent-child communication	P-RQ2, P-RQ5
Parent-child communication	P-RQ2, P-RQ5
Parent-child communication	P-RQ2, P-RQ5
Parent-child communication	P-RQ2, P-RQ5
Parent-child communication	P-RQ2, P-RQ5

Inconsistent discipline	P-RQ2, P-RQ5
Inconsistent discipline	P-RQ2, P-RQ5
Inconsistent discipline	P-RQ2, P-RQ5
Routine health and dental care	P-RQ2

Routine health and dental care	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infections since kindergarten	P-RQ2
Ear infections since kindergarten	P-RQ2

Ear infections since kindergarten	P-RQ2
Treatments used for ear infections	P-RQ2
Other specify for treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2
Asthma	P-RQ2
Asthma	P-RQ2

Health insurance coverage	P-RQ2
Exercise/physical activities	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2

Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
History of receiving early intervention	P-RQ1, P-RQ2
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2

History of receiving early intervention	P-RQ1, P-RQ2
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
History of receiving early intervention	P-RQ1, P-RQ2
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
Child's independence and ability to take care of him/herself	P-RQ2

Behavioral and attention problems	P-RQ2
Learning problems	P-RQ2
Coordination problems	P-RQ2
Behavioral and attention problems	P-RQ2, P-RQ5
Behavioral and attention problems	P-RQ2, P-RQ5
Activity level	P-RQ2, P-RQ5
Emotional or psychological difficulties	P-RQ2, P-RQ5

Emotional or psychological difficulties	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Prescription medications	P-RQ2
Prescription medications	P-RQ2

Prescription medications	P-RQ2
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5

Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5

Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
General health status	P-RQ2, P-RQ5

Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5

Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3

Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3
Peer victimization	P-RQ3

Respondent’s general health status	P-RQ5
Overall life stress	P-RQ5
Overall life stress	P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5

Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5

Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5

Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5

Diplomas or degrees parent has obtained	P-RQ1, P-RQ2
Parents' current school attendance	P-RQ1, P-RQ2
Parents' current school attendance	P-RQ1, P-RQ2

Parents' current employment	P-RQ1, P-RQ2
Parents' current employment	P-RQ1, P-RQ2
Parents' current employment	P-RQ1, P-RQ2
Parents' work schedule	P-RQ1, P-RQ2
Looking for work	P-RQ1, P-RQ2

Looking for work	P-RQ1, P-RQ2
Other specify for looking for work	P-RQ1, P-RQ2
Availability for work	P-RQ1, P-RQ2
Other specify for availability for work	P-RQ1, P-RQ2
Availability for work	P-RQ1, P-RQ2
Occupation and industry	P-RQ1, P-RQ2

Occupation and industry	P-RQ1, P-RQ2
Occupation and industry	P-RQ1, P-RQ2
Occupation and industry	P-RQ1, P-RQ2
Active duty military service	P-RQ1, P-RQ2
Active duty military service	P-RQ1, P-RQ2

Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5

Total family income for the year	P-RQ1, P-RQ2, P-RQ5
Total family income for the year	P-RQ1, P-RQ2, P-RQ5
Use of a government voucher to attend school	P-RQ3, P-RQ4
Whether the family has had to leave their home because they could not afford it	P-RQ2, P-RQ5

Number of places lived	P-RQ2, P-RQ5
Why the family moved	P-RQ2, P-RQ5
Other specify for why the family moved	P-RQ2, P-RQ5
Length of time at current residence	P-RQ2, P-RQ5
Length of time at current residence	P-RQ2, P-RQ5
Introduction to contact information	NA
Email address	NA
Telephone number	NA

Permission to text	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Telephone number	NA
Other specify for telephone number	NA

Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA

Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA

Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Thank you before contacting alternate respondent	NA
Thank you to respondent	NA

Section	Item #
TQA	A1
TQA	A2
TQA	A3
TQA	A4
TQA	A5

TQA	A6
TQA	A7a
TQA	A7b
TQA	A7c
TQA	A7d

TQA	A7e
TQA	A7f
TQA	A7g
TQA	A7h
TQA	A8a

TQA	A8b
TQA	A8c
TQA	A8d
TQA	A8e
TQA	A8f

TQA	A8g
TQA	A8h
TQA	A9a
TQA	A9b
TQA	A9c

TQA	A10
TQA	A11a
TQA	A11b
TQA	A11c
TQA	A11d
TQA	A11e
TQA	A11f

TQA	A11g
TQA	A11h
TQA	A11i
TQA	A11j
TQA	A12
TQA	A13a

TQA	A13b
TQA	A13c
TQA	A13d
TQA	A13e

TQA	A13f
TQA	A13g
TQA	A13h
TQA	A14a

TQA	A14b
TQA	A14c
TQA	A14d
TQA	A14e
TQA	A15

TQA	A16
TQA	A17
TQA	A18
TQA	A19

TQA	A20
TQA	A20OS
TQA	A21
TQA	A22

TQA	A23a
TQA	A23b
TQA	A23c
TQA	A23d
TQA	A23e

TQA	A23f
TQA	A23g
TQA	A24a
TQA	A24b
TQA	A24c

TQA	A24d
TQA	A24e
TQA	A25a
TQA	A25b

TQA	A25c
TQA	A25d
TQA	A26
TQA	A27a

TQA	A27b
TQA	A27c
TQA	A27d
TQA	A27e

TQA	A27f
TQA	A28
TQA	A28OS

TQA	A29
TQA	A29OS
TQA	A30

TQA	A31
TQA	A31OS
TQA	A32
TQA	A33

TQA	A34a
TQA	A34b
TQA	A34c
TQA	A35
TQA	A36

TQA	A36OS
TQA	A37
TQA	B1a
TQA	B1b
TQA	B1c
TQA	B1d

TQA	B1e
TQA	B1f
TQA	B1g
TQA	B1h
TQA	B1i
TQA	B1j

TQA	B1k
TQA	B1l
TQA	B1m
TQA	B2a
TQA	B2b

TQA	B2c
TQA	B2d
TQA	B2e
TQA	B2f
TQA	B2g
TQA	B2h

TQA	B3a
TQA	B3b
TQA	B3c
TQA	C1
TQA	C2
TQA	C3

TQA	C4
TQA	C5
TQA	C6a
TQA	C6b
TQA	C6c
TQA	C7

TQA	C8
TQA	C9
TQA	C10
TQA	C10OS
TQA	C11

TQA	C12a
TQA	C12b
TQA	C12c
TQA	C13
TQA	C14
TQA	C15
TQA	C16

TQA	C17a
TQA	C17b
TQA	C17c
TQA	C17d
TQA	C17e
TQA	C17f
TQA	C17g
TQA	C17h
TQA	C17i
TQA	C17j

TQA	C17k
TQA	C17l
TQA	C17m
TQA	C18
TQA	C19

Item Wording
Question “The first several questions pertain to your roles and responsibilities as a teacher. Which of the following describes the kindergarten class or classes you currently teach?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Full-day_x000D_ 2. Morning half-day class_x000D_ 3. Afternoon half-day class_x000D_ 4. One class, some children stay for a full-day, some for a half-day_x000D_
Question “How many hours per day does your {morning class/afternoon class/full-day class} normally meet?”_x000D_ _x000D_ InstResp “Enter the number to the nearest half hour, for example, 2.5, 3.5…”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How many days per week does your {morning class/afternoon class/full-day class} normally meet?”_x000D_ _x000D_ InstResp “_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “What type of kindergarten program(s) do you teach in your {morning class/afternoon class/full-day class}?”_x000D_ ----_x000D_ 1. Regular 1-year kindergarten program_x000D_ 2. First year of a 2-year kindergarten program_x000D_ 3. Second year of a 2-year kindergarten program_x000D_ 4. Transitional kindergarten program_x000D_ 5. Transitional/pre-first grade program_x000D_ 6. Ungraded program with at least some kindergarten-aged students_x000D_ 7. Multigrade program with at least some kindergarten-aged children_x000D_ 8. Special education_x000D_
Question “Do you currently teach a multigrade class?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question “What grade levels are included in your {full-day class/morning class/afternoon class}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Prekindergarten_x000D_
2. Transitional kindergarten_x000D_
3. Regular kindergarten_x000D_
4. Transitional/pre-first grade_x000D_
5. First grade_x000D_
6. Second grade_x000D_
7. Third grade or higher_x000D_

Question “As of today's date, how many children that you teach in your {full-day class/morning class/afternoon class} are the following ages?_x000D_
_x000D_
3 years old”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “4 years old”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “5 years old”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “6 years old”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “7 years old”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “8 years old”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “9 years old or older”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question: “Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class}. Is this correct?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “As of today's date, how many of the students you teach are members of the following groups in your {full-day class/morning class/afternoon class}?”_x000D_
_x000D_
Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race._x000D_
_x000D_
“Hispanic or Latino/Latina of any race ”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “American Indian or Alaska Native, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Asian, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Black or African American, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “White, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “Two or more races non-Hispanic”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class}. Is this correct?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “As of today's date, how many boys and girls are there in your {full-day class/morning class/afternoon class}? _x000D_
_x000D_
“Number of boys”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Number of girls”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class}. Is this correct?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How many of the children in your {full-day class/morning class/afternoon class} are repeating kindergarten this year?_x000D_ _x000D_ IF NONE, ENTER "0.””_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “As of today’s date, how many children with the following characteristics in your {full-day class /morning class/afternoon class} have been identified for an IEP?_x000D_ _x000D_ Boys”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Girls”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “English language learners”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Hispanic or Latino/Latina of any race”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “American Indian or Alaska Native, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “As of today’s date, how many children with the following characteristics in your {full-day class /morning class/afternoon class} have been identified for an IEP?_x000D_ _x000D_ Asian, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “Black or African American, non-Hispanic”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “White, non-Hispanic”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Two or more races, non-Hispanic”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “During this school year, approximately what percentage of students in your classes that you teach have experienced housing insecurity or homelessness? _x000D_
_x000D_
Watermark “Enter percentage”_x000D_
_x000D_
“Don’t know”

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Name all upper and lower case letters”_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Read sight words”_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Uses morphemes to decode new words”_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Uses morphemes to figure out meanings of new words””_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Recognize numbers to 20”_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Counting forward from a given number other than 1”_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Write numbers to 20”_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “What proportion of the children in your classes demonstrated the following skills when they started school this year?_x000D_
_x000D_
Add or subtract two single digit numbers”_x000D_
----_x000D_
1. Less than ¼ of the children_x000D_
2. About ¼ of the children_x000D_
3. About ½ of the children_x000D_
4. About ¾ of the children_x000D_
5. More than ¾ of the children_x000D_

Question “The next group of questions ask about classroom practices. In a typical day, how much time does a child in your :class spend in the following activities? _x000D_
_x000D_
Working independently”_x000D_
_x000D_
InstResp “Do not include lunch or recess breaks.”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working on individual tasks under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working with peers under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working in small groups with teacher”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Teacher lecture with large group and/or large group discussion led by teacher”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “How often do you provide explicit instruction in morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)?”_x000D_
----_x000D_
1. Never_x000D_
2. Less then half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “Do you implement any of the following technology use practices in your classroom?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Encourage students to use personal cell phones and/or tablets as tools in class_x000D_
2. Require students to use personal cell phones and/or tablets as tools_x000D_
3. Encourage students to use tablets or other digital devices provided by the school as tools in class_x000D_
4. Require students to use tablets or other digital devices provided by the school as tools_x000D_
5. Encourage students to use school computers as tools_x000D_
6. Require students to use school computers as tools_x000D_
7. None of the above_x000D_

Question “Which of the following best describes the mode of instruction that you use in your classes?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. In person instruction only_x000D_
2. Web-based instruction only_x000D_
3. Blended instruction_x000D_

Question “During this school year, approximately what percentage of the blended instruction that you provide is in-person? _x000D_
_x000D_
Watermark “Enter percentage”

Question “In some schools, special efforts are made to make the transition into kindergarten less difficult for children. Are any of the following done in your school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. I (or someone at the school) phone or send home information about kindergarten program to parents._x000D_
2. Preschoolers spend some time in the kindergarten classroom._x000D_
3. The school days are shortened at the beginning of the school year._x000D_
4. Parents and children visit kindergarten prior to the start of the school year._x000D_
5. I (or another teacher) visit the homes of the children at the beginning of the school year._x000D_
6. Parents come to the school for orientation prior to the start of the school year._x000D_
7. Staggered school entry where kindergartners start the school year in smaller groups before meeting with the full class._x000D_
8. None of the above_x000D_

Question “Which of the following does your class use funds raised by your PTA/PTO to support?” ._x000D_
_x000D_
InstResp “Please include programs run by the school and those run by outside groups. _x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. Books for class library_x000D_
2. Technology for classroom (computer labs, Chromebooks, Smartboards, tablets, etc.)_x000D_
3. Arts supplies (musical, visual, dance, dramatic)_x000D_
4. Field trips_x000D_
5. Enrichment programs (for example, STEM programs, arts programs, literacy programs, cooking programs)_x000D_
6. PTA/PTO does not provide funds to support my classroom_x000D_
7. Our school does not have a PTA/PTO_x000D_
91. Other (Please specify):_x000D_

Question “How ofen does disruptive behavior interfere with your instruction in your your {full-day class /morning class/afternoon class}?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_
----_x000D_
1. Less than ½ hour_x000D_
2. ½ hour to less than 1 hour_x000D_
3. 1 to less than 1 ½ hours_x000D_
4. 1 ½ to less than 2 hours_x000D_
5. 2 to less than 2 ½ hours_x000D_
6. 2 ½ to less than 3 hours_x000D_
7. 3 hours or more_x000D_

Question “How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching in your classes_x000D_ _x000D_ Classroom routines are consistently implemented.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Expectations of students are clearly communicated in positive terms.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You gain the attention of all students before beginning a lesson.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You solicit both group and individual responses to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You provide all students with individual opportunities to respond to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “There is a system for documenting and rewarding appropriate student behavior.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “You use a range of consequences to discourage inappropriate student behavior.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “How strongly do you agree or disagree that you teach the following social and emotional competencies in your classes?_x000D_
_x000D_
Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Self-management (teaching students to regulate emotions and manage daily stressors)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Responsible decision making (teaching students to identify problems and analyze problems, understand consequences, and take responsibility for their decisions)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “How strongly do you agree or disagree that you utilize the following practices in your classes?_x000D_ _x000D_ Display pictures, posters, artwork and other décor that reflect the cultures and ethnic backgrounds of each student in your class”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Ensure that all notices and communications to families and caregivers are written in their language of origin”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “Use alternative formats and varied approaches to communicate and share information with families and caregivers”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them in your classes”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The next series of questions asks about the use of different languages in your classroom by teachers, and other adults. Are any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?”_x000D_
_x000D_
For academic instruction in reading/literacy”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?_x000D_
_x000D_
For academic instruction in mathematics”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?_x000D_
_x000D_
For academic instruction in other subjects”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in each of your {full-day class/morning class/afternoon class} in the following ways?_x000D_
_x000D_
For instructional support (for example, explaining directions, etc.)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?_x000D_
_x000D_
For controlling and directing student behavior (classroom management)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?_x000D_
_x000D_
For conversation”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “What languages are used for academic instruction in your {full-day class/morning class/afternoon class}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. English_x000D_
2. Spanish_x000D_
3. A European language other than Spanish such as French, German, or Russian_x000D_
4. A Chinese language or dialect_x000D_
5. A Filipino language_x000D_
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
7. A South Asian language such as Hindi or Tamil_x000D_
8. Another Asian language such as Japanese or Korean_x000D_
9. A Middle Eastern language such as Arabic or Farsi_x000D_
10. An African language such as such as Swahili or Amharic_x000D_
91. Other language(s) (Please specify):_x000D_

Question “In which languages other than English are the books or other written materials in your classroom? _x000D_
_x000D_
InstResp “Select all that apply. If you teach more than one class, consider all your classes.”_x000D_
----_x000D_
1. None other than English_x000D_
2. Spanish_x000D_
3. A European language other than Spanish such as French, German, or Russian_x000D_
4. A Chinese language or dialect_x000D_
5. A Filipino language_x000D_
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
7. A South Asian language such as Hindi or Tamil_x000D_
8. Another Asian language such as Japanese or Korean_x000D_
9. A Middle Eastern language such as Arabic or Farsi_x000D_
10. An African language such as Swahili or Amharic_x000D_
91. Other language(s) (Please specify):_x000D_

Question “Do any of the children in your {full-day class/morning class/afternoon class} speak a language other than English (aside from native English speakers who are learning a foreign language)? Please include all children who speak a non-English language, including those who speak English well.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which languages other than English are spoken by one or more children in your {full-day class/morning class/afternoon class}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Spanish_x000D_
2. A European language other than Spanish such as French, German, or Russian_x000D_
3. A Chinese language or dialect_x000D_
4. A Filipino language_x000D_
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
6. A South Asian language such as Hindi or Tamil_x000D_
7. Another Asian language such as Japanese or_x000D_
8. A Middle Eastern language such as Arabic or Farsi_x000D_
9. An African language such as such as Swahili or Amharic_x000D_
91. Other language (Please specify):_x000D_

Question “Do you have any students who are English language learners (ELLs) in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How many English language learners (ELL) do you have in your {full-time class/morning class/afternoon class}? _x000D_
_x000D_
Number of ELL children”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”_x000D_
----_x000D_
1. English as a Second Language (ESL) program_x000D_
2. Bilingual education program_x000D_
3. Dual-language program (also called two-way immersion (TWI))_x000D_
4. No specialized language instruction provided_x000D_

Question “How many of the ELL children in your {full-day class/morning class/afternoon class} receive instruction designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency in the following ways?_x000D_
_x000D_
Receive no ELL instruction in the school”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Receive ELL instruction within the regular class”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Receive ELL instruction outside the regular class within the school setting”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “If you provide specialized language instruction in your {full-day class/morning class/afternoon class} for English language learners, would you say these services are primarily”_x000D_
----_x000D_
1. English as a Second Language (ESL) program_x000D_
2. Bilingual education program_x000D_
3. Dual-language program (also called two-way immersion (TWI))_x000D_
4. No specialized language instruction provided_x000D_

Question “Which languages other than English are spoken by you or any other teacher or aide to the ELL children in your {full-day class/morning class/afternoon class} for instructional support or conversation?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. None other than English_x000D_
2. Spanish_x000D_
3. A European language other than Spanish such as French, German, or Russian_x000D_
4. A Chinese language or dialect_x000D_
5. A Filipino language_x000D_
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
7. A South Asian language such as Hindi or Tamil_x000D_
8. Another Asian language such as Japanese or Korean_x000D_
9. A Middle Eastern language such as Arabic or Farsi_x000D_
10. An African language such as Swahili or Amharic_x000D_
91. Other language(s) (Please specify):_x000D_

Question “How much time per day do you and any other teacher or aide speak any non-English language in your {full-day class/morning class/afternoon class?”_x000D_ ----_x000D_ 1. 1-15 minutes_x000D_ 2. 16-30 minutes_x000D_ 3. 31-60 minutes_x000D_ 4. More than 60 minutes_x000D_
Question “Next we would like to ask about students' kindergarten readiness and their parental support. How important do you believe the following characteristics are for a child to be ready for kindergarten? _x000D_ _x000D_ Finishes tasks”_x000D_ ----_x000D_ 1. Not important_x000D_ 2. Not very important_x000D_ 3. Somewhat important_x000D_ 4. Very important_x000D_ 5. Essential_x000D_
Question “Can count to 20 or more”_x000D_ ----_x000D_ 1. Not important_x000D_ 2. Not very important_x000D_ 3. Somewhat important_x000D_ 4. Very important_x000D_ 5. Essential_x000D_
Question “Takes turns and shares”_x000D_ ----_x000D_ 1. Not important_x000D_ 2. Not very important_x000D_ 3. Somewhat important_x000D_ 4. Very important_x000D_ 5. Essential_x000D_
Question “Has good problem-solving skills”_x000D_ ----_x000D_ 1. Not important_x000D_ 2. Not very important_x000D_ 3. Somewhat important_x000D_ 4. Very important_x000D_ 5. Essential_x000D_

Question “Is able to use pencils and paint brushes”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “How important do you believe the following characteristics are for a child to be ready for kindergarten?_x000D_
_x000D_
Is not disruptive of the class”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “Knows the English language”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “Is sensitive to other children's feelings”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “Sits still and pays attention”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “Knows most of the letters of the alphabet”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “How important do you believe the following characteristics are for a child to be ready for kindergarten?_x000D_
_x000D_
Can follow directions”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “Identifies primary colors and shapes”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “Communicates needs, wants, and thoughts verbally in primary language”_x000D_
----_x000D_
1. Not important_x000D_
2. Not very important_x000D_
3. Somewhat important_x000D_
4. Very important_x000D_
5. Essential_x000D_

Question “Please indicate the extent to which you agree with each of the following statements on children's preparation for school. _x000D_
_x000D_
Attending preschool (for example, nursery school, prekindergarten, or Head Start) is very important for success in kindergarten.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Children who begin formal reading and math instruction in preschool will do better in elementary school.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Parents should make sure their children know the alphabet before they start kindergarten.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Most children should learn to read in kindergarten.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Parents need help in learning how to teach their children how to read.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Parents should set aside time every day for their kindergarten children to practice school work.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Homework should be given to kindergarten children almost every day.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Parents should read to their children and play counting games at home regularly.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “Next we would like to ask a few questions about your teaching position. How much control do you feel you have in your classroom in the following areas? _x000D_
_x000D_
Selecting skills to be taught”_x000D_
----_x000D_
1. No control_x000D_
2. Slight control_x000D_
3. Some control_x000D_
4. Moderate control_x000D_
5. A great deal of control_x000D_

Question “Deciding teaching techniques”_x000D_
----_x000D_
1. No control_x000D_
2. Slight control_x000D_
3. Some control_x000D_
4. Moderate control_x000D_
5. A great deal of control_x000D_

Question “Disciplining children”_x000D_
----_x000D_
1. No control_x000D_
2. Slight control_x000D_
3. Some control_x000D_
4. Moderate control_x000D_
5. A great deal of control_x000D_

Question “The next few questions ask for your backaground characteritics, work experience, and credentials. What is your gender?”_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question “In what year were you born?”_x000D_
_x000D_
Watermark: “Enter year”

Question “Are you Hispanic or Latino/Latina of any race?”_x000D_
_x000D_
InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which best describes you?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or Other Pacific Islander_x000D_
5. White_x000D_

Question “What is the highest level of education you have completed?”_x000D_
----_x000D_
1. Did not complete high school_x000D_
2. High school diploma or equivalent/GED_x000D_
3. Some college or technical or vocational school_x000D_
4. Associate’s degree_x000D_
5. Bachelor’s degree_x000D_
6. Master’s degree_x000D_
7. An advanced professional degree beyond a master’s degree (for example, PhD, MD, Ed.D)_x000D_

Question “What is the name of the college or university where you earned your highest degree?”

Question "City:"

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark "Select a state"

Question “What was your undergraduate major field(s) of study.”_x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-educational major (such as History, English, etc.)_x000D_
6. None of the above_x000D_

Question “What was the major field(s) of study of your highest level graduate degree.”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-educational major (such as History, English, etc.)_x000D_

Question “Have you ever taken a college course in the following areas?”_x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. English as a Second Language (ESL) or teaching English language learners_x000D_
5. Child development_x000D_
6. Methods of teaching reading/language arts_x000D_
7. Methods of teaching science_x000D_
8. Classroom management_x000D_
9. None of the above_x000D_

Question “In what areas are you certified?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Elementary education_x000D_
2. Early childhood education_x000D_
3. Special education_x000D_
4. English as a Second Language (ESL) or instruction for English language learners_x000D_
5. I don’t currently hold a teaching certificate in {state}_x000D_
91. Other (Please specify):_x000D_

Question “Which of the following describes the teaching certificate you currently hold in {state}?”_x000D_
----_x000D_
1. Regular or standard state certificate or advanced professional certificate_x000D_
2. Certificate issued after satisfying all requirements except the completion of a probationary period_x000D_
3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained_x000D_
4. Certificate issued to persons who must complete a certification program in order to continue teaching_x000D_
5. I do not hold any of the above certifications in {state}._x000D_

Question “Which of the following best describes the type of educator preparation program you participated in while earning your current and initial certification? _x000D_
_x000D_
Traditional four-year program based at an institution of higher education”_x000D_
----_x000D_
1. Current Certification_x000D_
2. Initial Certification_x000D_

Question “Alternative program based at an institution of higher education”_x000D_
----_x000D_
1. Current Certification_x000D_
2. Initial Certification_x000D_

Question “Alternative program not based at an institution of higher education”_x000D_
----_x000D_
1. Current Certification_x000D_
2. Initial Certification_x000D_

Question “Have you taken the exam for National Board for Professional Teaching Standards certification?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What was the result of your National Board for Professional Teaching Standards exam?”_x000D_
----_x000D_
1. Awaiting test results_x000D_
2. Passed_x000D_
3. Have not yet passed_x000D_

Question “Counting this school year, how many years have you taught in your current school, including part-time teaching? _x000D_
_x000D_
InstResp “Write the number of years to the nearest full school year. If this is your first year, write "1.”_x000D_
_x000D_
Watermark: “Enter years”

Question “Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part-time?”_x000D_
_x000D_
InstResp “Write the number of years to the nearest full school year. If this is your first year, write “1.””_x000D_
_x000D_
Watermark: “Enter years”

Question: “Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?_x000D_ _x000D_ InstResp “Write the number of years to the nearest full school year. If this is your first year teaching, write "1." Write "0" if you have never taught the grade or program listed.”_x000D_ _x000D_ “Preschool”_x000D_ _x000D_ Watermark: “Enter years”
Question “Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?_x000D_ _x000D_ InstResp “Write the number of years to the nearest full school year. If this is your first year teaching, write "1." Write "0" if you have never taught the grade or program listed.”_x000D_ _x000D_ “Kindergarten”_x000D_ _x000D_ Watermark: “Enter years”
Question “First grade”_x000D_ _x000D_ Watermark “Enter years”
Question “Second grade”_x000D_ _x000D_ Watermark “Enter years”
Question “Third grade”_x000D_ _x000D_ Watermark “Enter years”
Question “Fourth grade”_x000D_ _x000D_ Watermark “Enter years”
Question “Fifth grade”_x000D_ _x000D_ Watermark “Enter years”
Question “Sixth grade or higher”_x000D_ _x000D_ Watermark “Enter years”
Question “English as a Second Language (ESL), bilingual education, and/or dual language program”_x000D_ _x000D_ Watermark “Enter years”
Question “Special education program”_x000D_ _x000D_ Watermark “Enter years”

Question “Program for gifted children”_x000D_ _x000D_ Watermark “Enter years”
Question “Art or music program”_x000D_ _x000D_ Watermark “Enter years”
Question “Physical education program”_x000D_ _x000D_ Watermark: “Enter years”
Question “How long do you plan to continue to teach?”_x000D_ ----_x000D_ 1. As long as I am able_x000D_ 2. Until I am eligible for retirement benefits from this job_x000D_ 3. Until I am eligible for retirement benefits from a previous job_x000D_ 4. Until I am eligible for Social Security benefits_x000D_ 5. Until a specific life event occurs (for example, parenthood, marriage)_x000D_ 6. Until a more desirable job opportunity comes along_x000D_ 7. Definitely plan to leave as soon as I can_x000D_ 8. Undecided at this time_x000D_
Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you.”

Construct	Research Question
Class time (full/half day, hours per day, days per week)	T-RQ1
Class time (full/half day, hours per day, days per week)	T-RQ1
Class time (full/half day, hours per day, days per week)	T-RQ1
Program type (regular kindergarten, 2-year kindergarten, transitional program, etc.);	T-RQ1
Grade levels of classes the teacher teaches	T-RQ1

Program type (regular kindergarten, 2-year kindergarten, transitional program, etc.);	T-RQ1
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3

Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness or housing insecurity	T-RQ2
Students' reading and mathematics skills upon kindergarten entry	T-RQ8

Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8

Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Class organization (teacher-directed and child-selected activities)	T-RQ1

Class organization (teacher-directed and child-selected activities)	T-RQ1
Class organization (teacher-directed and child-selected activities)	T-RQ1
Class organization (teacher-directed and child-selected activities)	T-RQ1
Class organization (teacher-directed and child-selected activities)	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Instructional activities	T-RQ1
Instructional activities	T-RQ1
Transition activities into kindergarten	T-RQ1

PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)	T-RQ1
Other specify for PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)	T-RQ1
Overall behavior of the class	T-RQ1
School climate	T-RQ1

School climate	T-RQ1
School climate	T-RQ1
School climate	T-RQ1
School climate	T-RQ1
School climate	T-RQ1

School climate	T-RQ1
School climate	T-RQ1
Socioemotional competencies taught	T-RQ1
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Socioemotional competencies taught	T-RQ1

Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types	T-RQ1 T-RQ2
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types	T-RQ1 T-RQ2

Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types	T-RQ1 T-RQ2
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3

Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3

Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Other specify for use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3

Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Other specify for use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ1 T-RQ3

Languages used in the classroom	T-RQ1 T-RQ3
Other specify for languages used in the classroom	T-RQ1 T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ1 T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ1 T-RQ3

Instructional approach for English language learners	T-RQ1 T-RQ3
Instructional approach for English language learners	T-RQ1 T-RQ3
Instructional approach for English language learners	T-RQ1 T-RQ3
Instructional approach for English language learners	T-RQ1 T-RQ3
Languages used in the classroom	T-RQ1 T-RQ3

Other specify for languages used in the classroom	T-RQ1 T-RQ3
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4

Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4

Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4

Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school “readiness."	T-RQ1 T-RQ4

Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
Teacher’s sex, age, and race/ethnicity	T-RQ4
Teacher’s sex, age, and race/ethnicity	T-RQ4
Teacher’s sex, age, and race/ethnicity	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Type of teaching certification held	T-RQ4
Other specify for type of teaching certification held	T-RQ4
Type of teaching certification held	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
National Board certification	T-RQ4
National Board certification	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4

Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4

Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Intention to remain in teaching	T-RQ4
Thank you to respondent	NA

Section	Item #
TQA	A1
TQA	A2a
TQA	A2b
TQA	A2c
TQA	A3a

TQA	A3b
TQA	A3c
TQA	A3d
TQA	A3e
TQA	A3f
TQA	A3g
TQA	A3h
TQA	A4a

TQA	A4b
	A4c
TQA	A5a
TQA	A5b

TQA	A5c
TQA	A5d
TQA	A5e
TQA	A5f

TQA	A5g
TQA	A5h
TQA	A5i
TQA	A5j

TQA	A5k
TQA	A5l
TQA	A5m
TQA	A5n

TQA	A5o
TQA	A5p
TQA	A5q
TQA	A5qOS

TQA	A6a
TQA	A6b
TQA	A6c
TQA	A6d
TQA	B1a

TQA	B1b
TQA	B1c
TQA	B1d
TQA	B1e

	B1f
	B1g
	B1h
TQA	B2a

TQA	B2b
TQA	B2c
TQA	B2d
TQA	B2e
TQA	B2f

TQA	B2g
TQA	B2h
TQA	B2i
TQA	B2j
TQA	B2k

TQA	B3a
TQA	B3b
TQA	B3c
TQA	B3d

TQA	B3e
TQA	B3f
	B3g
TQA	B3h
TQA	B3i

TQA	B3j
TQA	B3k
TQA	B4
TQA	B5

TQA	B6a
TQA	B6b
TQA	B6c
TQA	B7a
TQA	B7b

TQA	B7c
TQA	B8a1
TQA	B8a2
TQA	B8b1
TQA	B8b2

TQA	B8c1
TQA	B8c2
TQA	B8d1
TQA	B8d2
TQA	B8f1
TQA	B8f1OS

TQA	B10a
TQA	B10b
TQA	B11
TQA	B12a
TQA	B12b

TQA	B12c
TQA	B13a
TQA	B13b
TQA	B14a
TQA	B14b

TQA	B15a
TQA	B15b
TQA	B16a
TQA	B16b

TQA	B17a
TQA	B17b
TQA	B17c
TQA	B18a
TQA	B18b
TQA	B18c

TQA	B18d
TQA	B18e
TQA	B18f
TQA	B18g
TQA	B18h
TQA	B18i

TQA	B18j
TQA	B18k
TQA	B18l
TQA	B18m
TQA	B18n
TQA	B18o

TQA	B18p
TQA	B18q
TQA	B19
TQA	C1a

TQA	C1b
TQA	C1c
TQA	C1d
TQA	C1e
TQA	C1f
TQA	C1g

TQA	C2a
TQA	C2b
TQA	C2c
TQA	C2d
TQA	C2e

TQA	C3a
TQA	C3b
TQA	C3c

TQA	C3d
TQA	C4a
TQA	C4b
TQA	C4c
TQA	C4d

TQA	C4e
TQA	C4f
TQA	C4g
TQA	C4h
TQA	C4i
TQA	C4j
TQA	C4k

TQA	C4l
TQA	C4m
TQA	C5a
TQA	C5b
TQA	C5c

TQA	C5d
TQA	C5e
TQA	C5f
TQA	C5g
TQA	C5h

TQA	C5i
TQA	C5j
TQA	C5k
TQA	C5l
TQA	C5m

TQA	C5n
TQA	C5o
TQA	C5p
TQA	C5q
TQA	C5r

TQA	C5s
TQA	C5t
TQA	C5u
TQA	C5v
TQA	C5w

TQA	C5x
TQA	C5y
TQA	C5z
TQA	C5a1
TQA	C5a2

TQA	C6a
TQA	C6b
TQA	C6c
TQA	C6d

TQA	C6e
TQA	C6f
TQA	C6g
TQA	C6h
TQA	C6i

TQA	C6j
TQA	C6k
TQA	C6l
TQA	C6m
TQA	C6n

TQA	C6o
TQA	C6p
TQA	C6q
TQA	C6r
TQA	C6s

TQA	C6t
TQA	C6u
TQA	C6v
TQA	C6w
TQA	C7a

TQA	C7b
TQA	C7c
TQA	C7d
TQA	C7e

TQA	C7f
TQA	C7g
TQA	C7h
TQA	C7i

TQA	C7j
TQA	C7k
TQA	C7l
TQA	C7m
TQA	C7n

TQA	C7o
TQA	C7p
TQA	C7q
TQA	C8a
TQA	C8b

TQA	C8c
TQA	C8d
TQA	C8e
TQA	C8f
TQA	C8g

TQA	C8h
TQA	C8i
TQA	C8j
TQA	C8k
TQA	C8l

TQA	C8m
TQA	C8n
TQA	C8o
TQA	C8p
TQA	C8q
TQA	C9a

TQA	C9b
TQA	C9c
TQA	C9d
TQA	C9e
TQA	C9f
TQA	C9g
TQA	C9h
TQA	C9i
TQA	C9j
TQA	C9k
TQA	C9l

TQA	C9m
TQA	C9n
TQA	C9o
TQA	C9p
TQA	C9q
TQA	C9r
TQA	C9s
TQA	C9t
TQA	C9u
TQA	C9v
TQA	C9w

TQA	C10
TQA	C11a
TQA	C11b
TQA	C11c

TQA	C11d
TQA	C11e
TQA	C11f
TQA	C12
TQA	C13

TQA	C14a
TQA	C14b
TQA	C14c
TQA	C14d
TQA	C15

TQA	C16a
TQA	C16b
TQA	C16c
TQA	C16cOS
TQA	D1
TQA	D2a

TQA	D2b
TQA	D2c
TQA	D2d
TQA	D3a
TQA	D3b

TQA	D3c
TQA	D3d
TQA	D3e
TQA	D3f
TQA	D3g

TQA	E1a
TQA	E1b
TQA	E1c

TQA	E1d
TQA	E1e
TQA	E1f

TQA	E1g
TQA	E1h
TQA	E1i

TQA	E2a
TQA	E2b
TQA	E2c
TQA	E2d
TQA	E2e

TQA	E3
TQA	F1a
TQA	F1b

TQA	F2
TQA	F3
TQA	F4
TQA	F5
TQA	F6

TQA	F7
TQA	F8a
TQA	F8b
TQA	F8c
TQA	F8d

TQA	F8e
TQA	F8f
TQA	F8g
TQA	G1a
TQA	G1b

TQA	G1c
TQA	G1d
TQA	G1e
TQA	G1f
TQA	G1g
TQA	G1h

TQA	G1i
TQA	G1j
TQA	G1k
TQA	G1l
TQA	G2a

TQA	G2b
TQA	G2c
TQA	G2d
TQA	G2e
TQA	G2f
TQA	G2g

TQA	G3a
TQA	G3b
TQA	G3c
TQA	G3d
TQA	G3e

TQA	G3f
TQA	G3g
TQA	G3h
TQA	G4a
TQA	G4b

TQA	G4c
TQA	G4d
TQA	G4e
TQA	G4f
TQA	G5a

TQA	G5b
TQA	G5c
TQA	G6

Item Wording
Question “The first several questions pertain to your roles and responsibilities as a teacher. Which of the following describes the kindergarten class or classes you currently teach?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Full-day_x000D_ 2. Morning half-day class_x000D_ 3. Afternoon half-day class_x000D_ 4. One class, some children stay for a full-day, some for a half-day_x000D_
Question “We would like to start by asking about the characteritics of the students in your class(es). As of today’s date, how many children:_x000D_ _x000D_ Are currently enrolled in your {full-day class/morning class/afternoon class}?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Have joined your {full-day class/morning class/afternoon class} since the beginning of the school year?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Have left your {full-day class/morning class/afternoon class} since the beginning of the school year?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How many children in your {full-day class/morning class/afternoon class} have the following characteristics?_x000D_ _x000D_ Are classified as Gifted and Talented”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “Are participating in a Gifted and Talented program”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Are below grade level in their (English) language arts skills”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Are about on grade level in their (English) language arts skills”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Are above grade level in their (English) language arts skills”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Are below grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Are about on grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Are above grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How many children in your {full-day class/morning class/afternoon class} are tardy, on an average day?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “How many children in your {full-day class/morning class/afternoon class} are absent, on an average day?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “During this school year, approximately what percentage of students in your classes that you teach have experienced housing insecurity or homelessness? _x000D_ _x000D_ Watermark “Enter percentage”_x000D_ _x000D_ “Don’t know”
Question “How many children in your {full-day class/morning class/afternoon class} have a diagnosed disability and need special health or educational accommodations or services?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} are currently receiving special health or educational accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} need more help than they are currently receiving?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities?_x000D_ _x000D_ Speech or language impairments”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Specific learning disabilities”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Emotional disturbances”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “Intellectual disability”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Developmental delay”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Visual impairments (including blindness)”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities?_x000D_ _x000D_ Hearing impairments (including deafness)”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “Orthopedic impairments”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Other health impairments”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Autism”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Traumatic brain injury”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “Deaf-blindness”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay)”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Other (Please specify)”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “For how many of the children in your {full-day class/morning class/afternoon class} with diagnosed disabilities do the following apply?”_x000D_
_x000D_
“Are currently receiving special health or educational services or accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Have an Individualized Education Program (IEP) for children with disabilities”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Have a Section 504”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “Need more help than they are currently receiving”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class spend in the following activities? _x000D_
_x000D_
Working independently”_x000D_
_x000D_
InstResp “Do not include lunch or recess breaks.”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working on individual tasks under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working with peers under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working in small groups with teacher?”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Teacher lecture with large group and/or large group discussion led by teacher”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Do you implement any of the following technology use practices in your classroom?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Encourage students to use personal cell phones and/or tablets as tools_x000D_
2. Require students to use personal cell phones and/or tablets as tools_x000D_
3. Encourage students to use tablets or other digital devices provded by the school as tools_x000D_
4. Require students to use tablets or other digital devices provided by the school as tools_x000D_
5. Encourage students to use school computers as tools_x000D_
6. Require students to use school computers as tools_x000D_
7. None of the above_x000D_

Question “Which of the following best describes the mode of instruction that you use in your classes?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. In person instruction only_x000D_
2. Web-based instruction only_x000D_
3. Blended instruction_x000D_

Question “During this school year, approximately what percentage of the blended instruction that you provide is in-person? _x000D_
_x000D_
Watermark “Enter percentage”

Question “How often does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Mathematics”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Social studies”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Science”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Music”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Art”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_

Question “Physical education”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Dance/creative movement”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Theater/creative dramatics”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Foreign language”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Computer science (including coding)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Mathematics”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Social studies”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Science”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Music”_x000D_ ----_x000D_ 1. Not applicable/never_x000D_ 2. Less than ½ hour a day_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 3 hours or more_x000D_
Question “Art”_x000D_ ----_x000D_ 1. Not applicable/never_x000D_ 2. Less than ½ hour a day_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 3 hours or more_x000D_
Question “Physical education”_x000D_ ----_x000D_ 1. Not applicable/never_x000D_ 2. Less than ½ hour a day_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 3 hours or more_x000D_
Question “Dance/creative movement”_x000D_ ----_x000D_ 1. Not applicable/never_x000D_ 2. Less than ½ hour a day_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 3 hours or more_x000D_
Question “Theater/creative dramatics”_x000D_ ----_x000D_ 1. Not applicable/never_x000D_ 2. Less than ½ hour a day_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 3 hours or more_x000D_

Question “Foreign language”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Computer science (including coding)”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “The next few questions ask about disruptive behavior interfering with instruction in each of your classes. How often does disruptive behavior interfere with your instruction in your your {full-day class /morning class/afternoon class}?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_
----_x000D_
1. Less than ½ hour_x000D_
2. ½ hour to less than 1 hour_x000D_
3. 1 to less than 1 ½ hours_x000D_
4. 1 ½ to less than 2 hours_x000D_
5. 2 to less than 2 ½ hours_x000D_
6. 2 ½ to less than 3 hours_x000D_
7. 3 hours or more_x000D_

Question “In an average week, how often do you divide your class(es) into achievement groups for reading activities or lessons?”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “When you use achievement groups for reading, how many groups do you typically have?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “On days when you divide your class into achievement groups for reading, how many minutes do the groups usually stay together?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit “Number of minutes:”_x000D_
_x000D_
Watermark “Enter number”

Question “In an average week, how often do you divide your class(es) into achievement groups for math activities or lessons?”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “When you use achievement groups for math, how many groups do you typically have?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “On days when you divide your class into achievement groups for math, how many minutes do the groups usually stay together?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit “Number of minutes:”_x000D_
_x000D_
Watermark “Enter number”

Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?_x000D_
_x000D_
Extra individual assistance from you”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Three or four times a week_x000D_
5. Daily_x000D_

Question “How many minutes per session of extra help in reading do they receive from you, on average?_x000D_
_x000D_
InstResp “Do not count time spent moving between class and the service.”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?”_x000D_
_x000D_
Individual tutoring from an aide or volunteer”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Three or four times a week_x000D_
5. Daily_x000D_

Question “How many minutes per session of extra help in reading do they receive from the aide or volunteer, on average, not counting time spent moving between class and the service?”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?_x000D_ _x000D_ Individual tutoring from a credentialed specialist”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Three or four times a week_x000D_ 5. Daily_x000D_
Question “How many minutes per session of extra help in reading do they receive from the specialist, on average, not counting time spent moving between class and the service?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?_x000D_ _x000D_ Pull-out instruction in small groups”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Three or four times a week_x000D_ 5. Daily_x000D_
Question “How many minutes per session of extra help in reading do they receive in the small group, on average, not counting time spent moving between class and the service?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Other reading support” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Please describe the other reading support”

Question “How often do the children in your class(es) do the following activities? _x000D_
_x000D_
Go to the school library or media center”_x000D_
----_x000D_
1. No library or media center in this school_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Borrow materials from the library or media center”_x000D_
----_x000D_
1. No library or media center in this school_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “How many days a week do children have recess?”_x000D_
_x000D_
Pre-unit “Number:”_x000D_
_x000D_
Watermark “Enter number”

Question “In a typical day, how much time does/do your class(es) spend in the following activities?
”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
“Lunch”_x000D_
----_x000D_
1. No time_x000D_
2. 1-15 minutes_x000D_
3. 16-30 minutes_x000D_
4. 31-45 minutes_x000D_
5. Longer than 45 minutes_x000D_

Question “Free play indoors”_x000D_
----_x000D_
1. No time_x000D_
2. 1-15 minutes_x000D_
3. 16-30 minutes_x000D_
4. 31-45 minutes_x000D_
5. Longer than 45 minutes_x000D_

Question “Free play outdoors (including recess)”_x000D_ ----_x000D_ 1. No time_x000D_ 2. 1-15 minutes_x000D_ 3. 16-30 minutes_x000D_ 4. 31-45 minutes_x000D_ 5. Longer than 45 minutes_x000D_
Question “The next few questions are about paid aides. How many hours a week do regular aides usually assist you in the following ways?_x000D_ _x000D_ Working directly with children on instructional tasks”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Doing non-instructional work (for example, photocopying, preparing materials, etc.)”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “How many hours a week do volunteers usually assist in your class or classes in the following ways?”_x000D_ _x000D_ InstResp “If there are two or more volunteers please add up their weekly hours.”_x000D_ _x000D_ “Working directly with children on instructional tasks”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “Doing non-instructional work (e.g. photocopying, preparing materials, etc.)”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

Question “How many hours a week do ESL or bilingual education aides aides usually assist you in the following ways?”

“Working directly with children on instructional tasks”

InstResp “If none, enter 0.”

Pre-unit: “Hours per week:”

Watermark: “Enter number”

Question “Doing non-instructional work (for example, photocopying, preparing materials, etc.)”

Pre-unit: “Number:”

Watermark: “Enter number”

Question “How many hours a week do volunteers usually assist in your class or classes in the following ways?”

InstResp “If there are two or more volunteers please add up their weekly hours.”

“Working directly with children on instructional tasks”

Pre-unit: “Number:”

Watermark: “Enter number”

Question “Doing non-instructional work (for example photocopying, preparing materials, etc.)”

Pre-unit: “Number:”

Watermark: “Enter number”

Question “Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class in the following subject areas:_x000D_
_x000D_
(English) Language Arts”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “Mathematics”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “Science”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “In general, how adequate is each of the following for your class(es)?_x000D_
_x000D_
Textbooks”_x000D_
----_x000D_
1. I don’t use these at this grade level_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Tradebooks(e.g., novels, collections of poetry, nonfiction)”_x000D_
----_x000D_
1. I don’t use these at this grade level_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Basal reader books”_x000D_
----_x000D_
1. I don’t use these at this grade level_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Manipulatives (e.g., blocks, puzzles)”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Digital tablets (such as an iPad)”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Visual display technology (for example, Smart Board)”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Computers with internet access (laptop or desktop)”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Licensed computer software packages”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Paper and pencils”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_

Question “Printing and reproduction”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Art materials, paints, clays”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Musical instruments”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Musical recordings”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Materials for teaching ELL children”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
Question “Materials for teaching children with disabilities”_x000D_ ----_x000D_ 1. I don’t use these at this grade level_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_

Question “Heat and air-conditioning”_x000D_
----_x000D_
1. I don’t use these at this grade level_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Classroom space”_x000D_
----_x000D_
1. I don’t use these at this grade level_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Which of the following does your class use funds raised by your PTA/PTO to support?” ._x000D_
_x000D_
InstResp “Please include programs run by the school and those run by outside groups. _x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. Books for class library_x000D_
2. Technology for classroom (computer labs, Chromebooks, Smartboards, tablets, etc.)_x000D_
3. Arts supplies (musical, visual, dance, dramatic)_x000D_
4. Field trips_x000D_
5. Workshops and other services for parents and caregivers_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “The next series of questions are focused on your instructional activities and curricular focus in your classroom. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching in your classes?

Classroom routines are consistently implemented.”

----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Expectations of students are communicated in positive terms”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You gain the attention of all students before beginning a lesson.” ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You solicit both group and individual responses to questions.” ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You provide all students with individual opportunities to respond to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “There is a system for documenting and rewarding appropriate student behavior.” ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You use a range of consequences to discourage inappropriate student behavior.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “How strongly do you agree or disagree that you teach the following social and emotional competencies in your classes?_x000D_
_x000D_
Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Self-management (teaching students to regulate emotions and manage daily stressors)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Social Awareness (teaching students to take the perspective of others and appreciate similarities and differences)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Relationship and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Responsible decision making (teaching students to identify problems and analyze problems, understand consequences, and take responsibility for their decisions)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “How strongly do you agree or disagree that you utilize the following practices in your class?_x000D_
_x000D_
Display pictures, posters, artwork and other décor that reflect the cultures and ethnic backgrounds of each student in your class”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Ensure that all notices and communications to families and caregivers are written in their language of origin”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Use alternative formats and varied approaches to communicate and share information with families and caregivers.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Screen books, movies, and other media resources for negative cultural, ethnic or racial stereotypes before using them in your classes.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The next series of questions is about your instruction in reading and language arts. How often do you use the following resources to teach reading in this class?_x000D_
_x000D_
Basal reading series (a core or primary reading text for all students)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Leveled or guided reading books (multiple books, each at a specific reading level)"_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Children's newspapers and/or magazines”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Computer software for reading instruction”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Applications for cell phones or digital tablets”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “A variety of trade books (for example, novels, collections of poetry, nonfiction)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Materials from other subjects (for example, science, social studies)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Big books”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Decodable books, sound/symbols books”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Read-along books paired with audiobooks”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Anthology (collection of literary works, which may include poems, short stories, plays, songs, excerpts, etc.)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “The next series of questions is about your instruction in social studies. For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)_x000D_
_x000D_
Human body”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Plants and animals”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Dinosaurs and fossils”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Solar system and space”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Weather (e.g., rainy, sunny)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Understand and measure temperature”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Water”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Sound”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Light”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Magnetism and electricity”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Machines and motors”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Tools and their uses”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Health, safety, nutrition, and personal hygiene”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Important figures and events in American history”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Community resources (e.g., grocery store, police)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Map-reading skills”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Different cultures”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Reasons for rules, laws, and government”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Ecology”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Geography”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Scientific method”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Social problem solving”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Hands on activities or investigations in science”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Laboratory skills or techniques”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Communicating ideas in science”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Relevance of science to society”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Community service”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Current events in the news”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “How often do children in this class do each of the following READING and LANGUAGE ARTS activities?_x000D_
_x000D_
Practice writing the letters of the alphabet”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Discuss new or difficult vocabulary”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Dictate stories to a teacher, aide, or volunteer”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Work on phonics”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Listen to you read stories where they see the print (for example, Big Books)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Listen to you read stories but they don't see the print”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Retell stories”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read aloud”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read from basal reading texts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read silently”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work in a reading workbook or on a worksheet”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Write words from dictation, to improve spelling”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Write with encouragement to use invented spellings, if needed”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read books they have chosen for themselves”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Compose and write stories or reports”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Do an activity or project related to a book or story”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Perform plays and skits”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Writing in a journal”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work in mixed-achievement groups on language arts activities”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Peer tutoring”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read text with controlled vocabulary”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read text with strong phonetic patterns”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read text with patterned or predictable text”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “For this school year as a whole, how often did you teach each of the following reading and language arts topics in your class(es)? _x000D_
_x000D_
Conventions of print (left to right orientation, book holding)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Writing own name (first and last)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Rhyming words and word families”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Blending separate sounds of a word to say the word (for example, “/c/ /a/ /t/ - cat”)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Verbally manipulating syllables within a word (for example, what is cowboy without cow?)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Reading multi-syllable words, like “adventure”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Use of common prepositions such as over and under, up and down”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Identifying the main idea and parts of a story”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Orally retelling stories, including key details”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Remembering and following directions that include a series of actions”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Using capitalization and punctuation”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Composing and writing complete sentences”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Writing narratives with two or more appropriately sequenced events”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Conventional spelling”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Alphabetizing”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Reading age appropriate books independently with comprehension”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught Daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “How often do children in this class do each of the following math activities?_x000D_
_x000D_
Count out loud”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work with geometric manipulatives”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Play math-related games”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use a calculator for math”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use music to understand math concepts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use creative movement or creative drama to understand math concepts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “How often do children in this class do each of the following math activities?_x000D_
_x000D_
Work with rulers, measuring cups, spoons, or other measuring instruments”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Explain how a math problem is solved”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Engage in calendar-related activities”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Do math worksheets”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Do math problems from their textbooks”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “How often do children in this class do each of the following math activities?_x000D_
_x000D_
Complete math problems independently in front of whole group”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Solve math problems in small groups or with a partner”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work on math problems that reflect real-life situations”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work in mixed achievement groups on math activities”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Peer tutoring”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use a number line to understand number concepts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “For this school year as a whole, how often did you teach each of the following math skills in your class(es)? _x000D_
_x000D_
Correspondence between number and quantity”

Question “Counting by 2s, 5s, and 10s”
Question “Counting on from a given number instead of 1”
Question “Counting beyond 100”
Question “Writing all numbers between 1 and 100”
Question “Recognizing and naming geometric shapes”
Question “Identifying relative quantity (for example, equal, most, less, more)”
Question “Sorting objects into subgroups according to a rule”
Question “Ordering objects by size or other properties”
Question “Making, copying, or extending patterns”
Question “Recognizing the value of coins and currency”
Question “Adding single-digit numbers”

Question “Subtracting single-digit numbers”
Question “Uses place value to compose and decompose numbers into tens and ones”
Question “Reading three-digit numbers”
Question “Interpreting simple graphs”
Question “Performing simple data collection and graphing”
Question “Measuring to nearest whole number using common instruments (for example, rulers, tape measures, thermometers, or scales)”
Question “Decomposes numbers less than or equal to 10 by using objects or drawings”
Question “Telling time”
Question “Estimating quantities”
Question “Estimating probability”
Question “Writing math equations to solve word problems”

Question “The next series of questions asks about the use of different languages in your classroom by teachers and other adults. A re any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?_x000D_
_x000D_
For academic instruction in reading/literacy”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?”_x000D_
_x000D_
For academic instruction in mathematics”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?”_x000D_
_x000D_
For academic instruction in other subjects”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in each of your {full-day class/morning class/afternoon class} in the following ways?”_x000D_
_x000D_
For instructional support (for example, explaining directions, etc.)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?”_x000D_
_x000D_
For controlling and directing student behavior (classroom management)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?”_x000D_
_x000D_
For conversation”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How much time per day do you and any other teacher or aide speak any non-English language in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. 1-15 minutes a day_x000D_
2. 16-30 minutes a day_x000D_
3. 31-60 minutes a day_x000D_
4. More than 60 minutes a day_x000D_

Question “Do you have any students who are English language learners (ELLs) in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often do English language learners (ELL children) in your class or classes do each of the following activities (in your classroom or in a pull-out program)?”_x000D_
_x000D_
“Take assessments to monitor their English language acquisition”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2-3 times a month_x000D_
3. 1-2 times a month_x000D_
4. 3-4 times a month_x000D_
5. Daily_x000D_

Question “Take assessments to assess their progress in English reading and literacy skills”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2-3 times a month_x000D_
3. 1-2 times a month_x000D_
4. 3-4 times a month_x000D_
5. Daily_x000D_

Question “Work in small groups of ELL children or individually on intensive English reading and literacy skills”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2-3 times a month_x000D_
3. 1-2 times a month_x000D_
4. 3-4 times a month_x000D_
5. Daily_x000D_

Question “Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2-3 times a month_x000D_
3. 1-2 times a month_x000D_
4. 3-4 times a month_x000D_
5. Daily_x000D_

Question “The next series of questions is about homework. In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day”_x000D_
----_x000D_
1. 0 days_x000D_
2. 1 day_x000D_
3. 2 days_x000D_
4. 3 days_x000D_
5. 4 days_x000D_
6. 5 days_x000D_

Question “On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. I never assign homework._x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question “Math”_x000D_
----_x000D_
1. I never assign homework._x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question “Other”_x000D_
----_x000D_
1. I never assign homework._x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question: "Please describe the other homework.”

Question “Now we would like to ask you about family involvement. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class(es) during the school year?”_x000D_
----_x000D_
1. No conferences_x000D_
2. One conference_x000D_
3. Two conferences_x000D_
4. Three or more conferences_x000D_

Question “What percentage of children in your class(es) have parents who participate in the following activities?_x000D_
_x000D_
Attend teacher-parent conferences”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “Volunteer regularly to help in your classroom or another part of the school”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “Attend open houses or parties”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “Attend art/music events or demonstration”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “During this school year, how often have you made contacts with parents in the following ways?_x000D_
_x000D_
Sent home letters, newsletters, or other notices addressed to all parents and guardians”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Communicated with parents and guardians via text messaging”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Shared portfolios or other collections of children's work for parents and guardians to see”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Used email or list-serve to send out group updates or information to parents and guardians”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Maintained classroom website for families and guardians to access”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Used email to address individual questions or concerns of parents and guardians”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Talked to parents and guardians by telephone”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “The next questions pertain to evaluation and grading practices. How important is each of the following in evaluating the children in your class(es)?_x000D_
_x000D_
Individual child's achievement relative to the rest of the class”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Individual child's achievement relative to local, state, or professional standards”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Individual improvement or progress over past performance”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Effort”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Class participation”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Daily attendance”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Classroom behavior or conduct”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Cooperativeness with other children”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Ability to follow directions”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Across all subjects, how often do you use the following to assess your students?
_x000D_
_x000D_
State or local standardized tests”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Classroom tests or quizzes (including those made by you and those from other sources)”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Individual or group projects”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Worksheets that you grade”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Teacher observation of specific objectives”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Which of the following do you use to provide kindergartners’ parents with information about their children's performance?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Standard report card (for example, a letter grade or other standard grade assigned for each subject)_x000D_
2. Progress report form_x000D_
3. Competency based checklists_x000D_
4. Portfolio of child’s work_x000D_
5. Standardized test scores_x000D_
6. Benchmark assessments_x000D_
7. None of these_x000D_

Question “The next set of questions pertains to school-related activities. How often have you participated in the following activities since the beginning of the academic year?_x000D_
_x000D_
Meeting with other teachers to discuss lesson planning”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Meeting with other teachers to discuss curriculum development”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “In which of the following staff development and training activities have you participated during the current academic year?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Workshops involving study groups or small-group problem solving_x000D_
2. Direct instruction from an outside consultant on a specific topic_x000D_
3. Peer observation and feedback_x000D_
4. Visits to, or observations of, other schools_x000D_
5. Release time for attending professional conferences_x000D_
6. Enrollment in college or university courses related to your profession_x000D_
7. Professional development via distance learning (web-based, etc)_x000D_
8. Workshops on using computers and technology in the classroom_x000D_
9. None of these_x000D_

Question “How often have you been observed by a peer for the purposes of receiving instructional feedback during the current academic year?”_x000D_
----_x000D_
1. Never_x000D_
2. Once_x000D_
3. 2 times_x000D_
4. 3 to 4 times_x000D_
5. More than 4 times_x000D_

Question “In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence based practices tied to your teaching assignment?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the past 12 months, how many hours did you spend on professional development activities?”_x000D_
----_x000D_
1. 4 hours or less_x000D_
2. 5-8 hours_x000D_
3. 9-12 hours_x000D_
4. 13-16 hours_x000D_
5. 17-20 hours_x000D_
6. 21-24 hours_x000D_
7. 25-28 hours_x000D_
8. 29-32 hours_x000D_
9. 33 hours or more_x000D_

Question “In the current school year, do you work closely with a master or mentor teacher who was assigned to you by your school or district?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How frequently do you work with your assigned master or mentor teacher?”_x000D_
----_x000D_
1. At least once a week_x000D_
2. Once or twice a month_x000D_
3. A few times a year_x000D_
4. Once or never_x000D_

Question “Overall, to what extent did your assigned master or mentor teacher improve your performance in the following areas:_x000D_
_x000D_
Providing large group instruction”_x000D_
----_x000D_
1. Not applicable/ Not part of my work responsibility_x000D_
2. Not at all_x000D_
3. To a small extent_x000D_
4. To a moderate extent_x000D_
5. To a great extent_x000D_

Question “Providing small group or one-on-one instruction”_x000D_
----_x000D_
1. Not applicable/ Not part of my work responsibility_x000D_
2. Not at all_x000D_
3. To a small extent_x000D_
4. To a moderate extent_x000D_
5. To a great extent_x000D_

Question “Managing students’ behavior”_x000D_
----_x000D_
1. Not applicable/ Not part of my work responsibility_x000D_
2. Not at all_x000D_
3. To a small extent_x000D_
4. To a moderate extent_x000D_
5. To a great extent_x000D_

Question “Completing ‘paperwork’ (either in a digital/computer-based system or in hard copy)”_x000D_
----_x000D_
1. Not applicable/ Not part of my work responsibility_x000D_
2. Not at all_x000D_
3. To a small extent_x000D_
4. To a moderate extent_x000D_
5. To a great extent_x000D_

Question “Conducting student assessments”_x000D_
----_x000D_
1. Not applicable/ Not part of my work responsibility_x000D_
2. Not at all_x000D_
3. To a small extent_x000D_
4. To a moderate extent_x000D_
5. To a great extent_x000D_

Question “Finding needed human or material resources”_x000D_
----_x000D_
1. Not applicable/ Not part of my work responsibility_x000D_
2. Not at all_x000D_
3. To a small extent_x000D_
4. To a moderate extent_x000D_
5. To a great extent_x000D_

Question “Communicating with parents”_x000D_
----_x000D_
1. Not applicable/ Not part of my work responsibility_x000D_
2. Not at all_x000D_
3. To a small extent_x000D_
4. To a moderate extent_x000D_
5. To a great extent_x000D_

Question “The next few questions pertain to your feelings about your school. Please indicate the extent to which you agree with each of the following statements._x000D_
_x000D_
The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Many of the children I teach are not capable of learning the material I am supposed to teach them.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “I feel accepted and respected as a colleague by most staff members.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Teachers in this school are continually learning and seeking new ideas.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Routine administrative duties and paperwork interfere with my job of teaching.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Parents are supportive of school staff.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “There is a great deal of cooperative effort among the staff members.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “In this school, staff members are recognized for a job well done.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “The academic standards at this school are too low.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “There is broad agreement among the entire school faculty about the central mission of the school.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The school administrator sets priorities, makes plans, and sees that they are carried out.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The school administration's behavior toward the staff is supportive and encouraging.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “To what extent do you agree with the following statements?_x000D_
_x000D_
I am adequately trained to teach the children with disabilities who are in my class.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Inclusion of children with disabilities in my class has worked well.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “I am adequately trained to teach English language learners in my class.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Inclusion of English language learners in my class has worked well.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “I have the resources I need to teach the children in my class who have disabilities.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “I have the resources I need to teach the children in my class who are English language learners.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “I have the resources I need to teach a class of students who have a wide range of READING skills.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “To what extent do you agree with each of the following statements?”_x000D_
_x000D_
If I try really hard, I can get through even to the most difficult or unmotivated students.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “If some students in my class are not doing well, I feel that I should change my approach to the subject.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “By trying a different teaching method, I can significantly affect a student’s achievement.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “There is really very little I can do to ensure that most of my students achieve at a high level.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “I work to create lessons so my students will enjoy learning and become independent thinkers.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “I feel sometimes it is a waste of my time to try to do my best as a teacher.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The attitudes and habits students bring to my class greatly reduce their chances for academic success.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “To what extent do you agree or disagree with each of the following statements as it applies to your instruction?_x000D_
_x000D_
The amount a student can learn is primarily related to family background”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “I really enjoy my present teaching job.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “I am certain I am making a difference in the lives of the children I teach.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “If I could start over, I would choose teaching again as my career.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Indicate how much you agree or disagree with the following statements about your school and staff:_x000D_ _x000D_ There is a consensus among administrators and teachers on goals and expectations.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “We have an active professional development program for teachers.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Teachers are very active in planning staff development.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you.”

Construct	Research Question
Class time (full/half day, hours per day, days per week)	T-RQ1
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Number of students who enter or leave during the school year	T-RQ2
Number of students who enter or leave during the school year	T-RQ2
Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2

Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children tardy or absent on an average day	T-RQ2

Number of children tardy or absent on an average day	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness or housing insecurity	T-RQ8
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3

Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Other specify for numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2 T-RQ3
Number of students with IEPs or 504 Plans	T-RQ2 T-RQ3
Number of students with IEPs or 504 Plans	T-RQ2 T-RQ3
Number of students with IEPs or 504 Plans	T-RQ2 T-RQ3
Class organization	T-RQ1

Class organization	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Instructional activities	T-RQ1
Instructional activities	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
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Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Overall behavior of the class	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1

Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3

Use of achievement grouping	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3

Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Other specify for additional reading services	T-RQ1 T-RQ3

Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1

Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1

Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
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Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1

Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1

Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
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Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
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Topics taught in social studies and science	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
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Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Languages used in the classroom	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3

Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ3

Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Use of homework	T-RQ1

Use of homework	T-RQ1
Use of homework	T-RQ1
Other specify for use of homework	T-RQ1
Other specify for use of homework	T-RQ1
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6

Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6

Communication with parents about children’s performance	T-RQ6
Communication with parents about children’s performance	T-RQ6
Communication with parents about children’s performance	T-RQ6
Communication with parents about children’s performance	T-RQ6
Communication with parents about children’s performance	T-RQ6

Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7

Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7

Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7

Use of standardized tests	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9

Communication with parents about children's performance	T-RQ6
Frequency of meeting with other teachers and specialists	T-RQ5
Frequency of meeting with other teachers and specialists	T-RQ5

Professional learning activities on evidence-based practices	T-RQ5
Frequency of meeting with other teachers and specialists	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Mentorship activities	T-RQ5

Mentorship activities	T-RQ5
Mentorship activities	T-RQ5
Mentorship activities	T-RQ5
Mentorship activities	T-RQ5
Mentorship activities	T-RQ5

Mentorship activities	T-RQ5
Mentorship activities	T-RQ5
Mentorship activities	T-RQ5
School climate	T-RQ4
School climate	T-RQ4

School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4

School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
Teachers' sense of efficacy	T-RQ4

Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4

Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
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Teachers’ sense of efficacy	T-RQ4

Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4 T-RQ8
Teachers’ sense of efficacy	T-RQ4 T-RQ8

Teachers' sense of efficacy	T-RQ4 T-RQ8
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
School climate	T-RQ4

School climate	T-RQ5
School climate	T-RQ4
Thank you to respondent.	NA

Section	Item #
TQA	A1
TQA	A2a
TQA	A2b
TQA	A2c
TQA	A3a
TQA	A3b

TQA	A3c
TQA	A3d
TQA	A3e
TQA	A3f
TQA	A3g
TQA	A3h
TQA	A4a
TQA	A4b

TQA	A5
TQA	A6a
TQA	A6b
TQA	A6c
TQA	A6d
TQA	A6e

TQA	A6f
TQA	A6g
TQA	A6h
TQA	A6i
TQA	A6j
TQA	A6k

TQA	A6l
TQA	A6m
TQA	A6n
TQA	A6o
TQA	A6p
TQA	A6q

TQA	A6qOS
TQA	A7a
TQA	A7b
TQA	A7c
TQA	A8a
TQA	A8b

TQA	A8c
TQA	A9
TQA	A10
TQA	A11
TQA	A12
TQA	A13a

TQA	A13b
TQA	A13c
TQA	A13d
TQA	A13e
TQA	A13f
TQA	A13g
TQA	A13h
TQA	A13i

TQA	A14a
TQA	A14b
TQA	A14c
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TQA	A14e
TQA	A14f
TQA	A14g

TQA	A15a
TQA	A15b
TQA	A15c
TQA	A16
TQA	A17a
TQA	A17b

TQA	A17c
TQA	A17d
TQA	A17e
TQA	A17f
TQA	A17g
TQA	A17h
TQA	A17i
TQA	A17j

TQA	A18
TQA	A19a
TQA	A19b
TQA	A19c
TQA	A19d
TQA	A19e
TQA	A19f

TQA	A19g
TQA	A19h
TQA	A19i
TQA	A19j
TQA	A20a
TQA	A21a
TQA	A21b

TQA	A22
TQA	A23a
TQA	A23b
TQA	A23c

TQA	A23d
TQA	A23e
TQA	A23f
TQA	A24
TQA	A24OS

TQA	A25
TQA	A25OS
TQA	A26
TQA	A27
TQA	A27OS

TQA	A28
TQA	A29
TQA	A30a
TQA	A30b
TQA	A30c
TQA	A31

TQA	A32
TQA	A32OS
TQA	A33a
TQA	A33b

TQA	A33c
TQA	A33d
TQA	B1a
TQA	B1b
TQA	B1c

TQA	B1d
TQA	B1e
TQA	B2a
TQA	B2b

TQA	B2c
TQA	B2d
TQA	B2e
TQA	B2f
TQA	B2g

TQA	B2h
TQA	B2i
TQA	B2j
TQA	B2k

TQA	B3a
TQA	B3b
TQA	B3c
TQA	B3d

TQA	B3e
TQA	B3f
TQA	B3g
TQA	B3h
TQA	B3i

TQA	B3j
TQA	B3k
TQA	B4
TQA	B5

TQA	B6a
TQA	B6b
TQA	B6c
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TQA	B7b

TQA	B7c
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TQA	B8a2
TQA	B8b1
TQA	B8b2

TQA	B8c1
TQA	B8c2
TQA	B8d1
TQA	B8d2
TQA	B8f1
TQA	B8f1OS

TQA	B8f2
TQA	B9a
TQA	B9b
TQA	B9c

TQA	B9d
TQA	B9e
TQA	B9f
TQA	B9g
TQA	B9h

TQA	B9i
TQA	B9j
TQA	B9k
TQA	B9l
TQA	B9m

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TQA	B9o
TQA	B9p
TQA	B9q
TQA	B9r

TQA	B9s
TQA	B9t
TQA	B9u
TQA	B9v
TQA	B9w

TQA	B9x
TQA	B9y
TQA	B9z
TQA	B9a1
TQA	B9a2

TQA	B10a
TQA	B10b
TQA	B11
TQA	B12a
TQA	B12b

TQA	B12c
TQA	B13a
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TQA	B14b

TQA	B15a
TQA	B15b
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TQA	B16b
TQA	B17a

TQA	B17b
TQA	B17c
TQA	B18a
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TQA	B18c
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TQA	B18m
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TQA	B18o
TQA	B18p

TQA	B18q
TQA	B19
TQA	B20

TQA	B21
TQA	B22
TQA	B24a
TQA	B24b
TQA	B24c

TQA	B24d
TQA	B24e
TQA	B25
TQA	B26

TQA	B27a
TQA	B27b
TQA	B27c
TQA	B27d

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TQA	B27f
TQA	B27g
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TQA	B27j
TQA	B27k
TQA	B28a
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TQA	B28f

TQA	B28g
TQA	B28h
TQA	B28i
TQA	B28j

TQA	B28k
TQA	B29a
TQA	B29b
TQA	B29c

TQA	B30a
TQA	B30b
TQA	B30c
TQA	B31a
TQA	B31b

TQA	B32
TQA	B33a
TQA	B33b
TQA	B33c
TQA	B34

TQA	B35a
TQA	B35b
TQA	B35c
TQA	B35d
TQA	B36a

TQA	B36b
TQA	B37a
TQA	B37b
TQA	B38a

TQA	B38b
TQA	B38c
TQA	B38d
TQA	B38e
TQA	B38f

TQA	B39a
TQA	B39b
TQA	B39c
TQA	B39d
TQA	B39e

TQA	B39f
TQA	B40a
TQA	B40b
TQA	B40c
TQA	B40d
TQA	B40e

TQA	B40f
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TQA	B41b
TQA	B41c
TQA	B41d
TQA	B41e

TQA	B41f
TQA	B42a
TQA	B42b
TQA	B42c
TQA	C1a

TQA	C1b
TQA	C1c
TQA	C1d
TQA	C1e
TQA	C1f
TQA	C1g

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TQA	C2b
TQA	C2c
TQA	C2d
TQA	C2e

TQA	C3a
TQA	C3b
TQA	C3c
TQA	C3d
TQA	C4a

TQA	C4b
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TQA	C4m

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TQA	C5b
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TQA	C5d
TQA	C5e

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TQA	C5o

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TQA	C5q
TQA	C5r
TQA	C5s
TQA	C5t

TQA	C5u
TQA	C5v
TQA	C5w
TQA	C6a
TQA	C6b

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TQA	C6p
TQA	C6q
TQA	C7a

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TQA	C7n
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TQA	C7p

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TQA	C8b
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TQA	C8d
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TQA	C8r
TQA	C8s
TQA	C8t
TQA	C8u

TQA	C8v
TQA	C8w
TQA	C9
TQA	C10a
TQA	C10b

TQA	C10c
TQA	C10d
TQA	C10e
TQA	C10f
TQA	C11
TQA	C12

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TQA	C13b
TQA	C13c
TQA	C13d
TQA	C14

TQA	C15a
TQA	C15b
TQA	C15c
TQA	C15cOS
TQA	C16a
TQA	C16b

TQA	C16c
TQA	C16d
TQA	C16e
TQA	C16f
TQA	C16g

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TQA	C17b
TQA	C17c
TQA	C17d
TQA	C17e

TQA	C18a
TQA	C18b
TQA	C18c
TQA	C18d
TQA	C19a

TQA	C19b
TQA	C19c
TQA	C19d
TQA	C19e
TQA	C19f
TQA	C19g
TQA	C19h

TQA	C19i
TQA	C19j
TQA	C19k
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TQA	C20p
TQA	C20q
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TQA	C20s

TQA	C20t
TQA	C20u
TQA	C20v
TQA	C20w
TQA	C20x

TQA	C21a
TQA	C21b
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TQA	C21f
TQA	C21g
TQA	C21h
TQA	C21i

TQA	C21j
TQA	C21k
TQA	C21l
TQA	C21m
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TQA	C21p
TQA	C21q
TQA	C21r
TQA	C21s

TQA	C21t
TQA	C21u
TQA	C21v
TQA	C21w
TQA	C21x

TQA	C21y
TQA	C21z
TQA	C21aa
TQA	C21bb
TQA	C21cc

TQA	C21dd
TQA	C21ee
TQA	C22a
TQA	C22b

TQA	C22c
TQA	C22d
TQA	C22e
TQA	C22f
TQA	C22g

TQA	C23
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TQA	C25a

TQA	C25b
TQA	C25c
TQA	C25cOS
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TQA	D2b

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TQA	D2d
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TQA	D3b
TQA	D3c

TQA	D3d
TQA	D3e
TQA	D3f
TQA	D3g
TQA	E1a

TQA	E1b
TQA	E1c
TQA	E1d
TQA	E1e
TQA	E1f

TQA	E1g
TQA	E1h
TQA	E1i
TQA	E2a
TQA	E2b

TQA	E2c
TQA	E2d
TQA	E2e
TQA	E3

TQA	E4a
TQA	E4b
TQA	E4c
TQA	E4d

TQA	E4e
TQA	E5a
TQA	E5b
TQA	E5c

TQA	E5d
TQA	E5e
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TQA	F1b

TQA	F6
TQA	F7
TQA	F8
TQA	F9

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TQA	F11b
TQA	F11c
TQA	F11d
TQA	F11e

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TQA	F12a
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TQA	F12c
TQA	F12d
TQA	F12e

TQA	F13
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TQA	G1b
TQA	G1c
TQA	G1d

TQA	G1e
TQA	G1f
TQA	G1g
TQA	G1h
TQA	G1i
TQA	G1j

TQA	G1k
TQA	G1l
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TQA	G2b
TQA	G2c

TQA	G2d
TQA	G2e
TQA	G2f
TQA	G2g

TQA	G3a
TQA	G3b
TQA	G3c
TQA	G3d
TQA	G3e

TQA	G3f
TQA	G3g
TQA	G3h
TQA	G3i
TQA	G3j

TQA	G3k
TQA	G3l
TQA	G3m
TQA	G3n
TQA	G5a

TQA	G5b
TQA	G5c
TQA	G6a
TQA	G6b

TQA	G6c
TQA	G7a
TQA	G7b

TQA	G7c
TQA	H1
TQA	H2
TQA	H3
TQA	H4

TQA	H5
TQA	H6a
TQA	H6b
TQA	H6c
TQA	H7
TQA	H8

TQA	H9
TQA	H10
TQA	H10OS
TQA	H11
TQA	H12a

TQA	H12b
TQA	H12c
TQA	H13
TQA	H14
TQA	H15
TQA	H16

TQA	H17a
TQA	H17b
TQA	H17c
TQA	H17d
TQA	H17e
TQA	H17f
TQA	H17g
TQA	H17h
TQA	H17i

TQA	H17j
TQA	H17k
TQA	H17l
TQA	H17m
TQA	H18
TQA	H19

Item Wording
Question: “The first several questions pertain to your roles and responsibilities as a teacher. Which of the following describes the kindergarten class or classes you currently teach?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Full-day_x000D_ 2. Morning half-day class_x000D_ 3. Afternoon half-day class_x000D_ 4. One class, some children stay for a full-day, some for a half-day_x000D_
Question: “We would like to start by asking about the characteristics of the students in your class(es). As of today’s date, how many children?”_x000D_ _x000D_ “Are currently enrolled in your {full-day class/morning class/afternoon class}?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Have joined your {full-day class/morning class/afternoon class} since the beginning of the school year?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Have left your {full-day class/morning class/afternoon class} since the beginning of the school year?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many children in your {full-day class/morning class/afternoon class} have the following characteristics?_x000D_ _x000D_ Are classified as Gifted and Talented”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are participating in a Gifted and Talented program”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “Are below grade level in their (English) language arts skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are about on grade level in their (English) language arts skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are above grade level in their (English) language arts skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are below grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are about on grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are above grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many children in your {full-day class/morning class/afternoon class} are tardy, on an average day?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many children in your {full-day class/morning class/afternoon class} are absent, on an average day?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question “During this school year, approximately what percentage of students in your {full-day class/morning class/afternoon class} classes that you teach have experienced housing insecurity or homelessness?”_x000D_ _x000D_ Watermark “Enter percentage”_x000D_ _x000D_ “Don’t know”
Question: “How many children in your {full-day class/morning class/afternoon class} have a diagnosed disability and need special health or educational accommodations or services?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} are currently receiving special health or educational accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} need more help than they are currently receiving?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities?_x000D_ _x000D_ Speech or language impairments”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Specific learning disabilities”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “Emotional disturbances”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Intellectual disability”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Developmental delay”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Vision impairments (including blindness)”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities?_x000D_ _x000D_ Hearing impairments (including deafness)”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Orthopedic impairments”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “Other health impairments”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Autism”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Traumatic brain injury”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Deaf-blindness”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay)”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Other (Please specify)”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “For how many of these children in your {full-day class/morning class/afternoon class} with diagnosed disabilities do the following apply?”_x000D_ _x000D_ “Are currently receiving special health or educational services or accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Have an Individualized Education Program (IEP) for children with disabilities”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Have a Section 504 plan”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “We would like to start by asking about the characteristics of the students in your class(es). As of today’s date, how many children:”_x000D_ _x000D_ “Are currently enrolled in your {full-day class/morning class/afternoon class}?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Have joined your {full-day class/morning class/afternoon class} since the beginning of the school year?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “Have left your {full-day class/morning class/afternoon class/class} since the beginning of the school year?”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “How many hours per day does your {full-day class/morning class/afternoon class/class} normally meet?”_x000D_
_x000D_
InstResp “Enter the number to the nearest half-hour.”_x000D_
_x000D_
Pre-unit: “Hours:”_x000D_
_x000D_
Watermark: “Enter hours”

Question: “How many days per week does your {full-day class/morning class/afternoon class/class} normally meet?”_x000D_
_x000D_
Pre-unit: “Days:”_x000D_
_x000D_
Watermark: “Enter number of days”

Question: “Do you currently teach a multigrade class?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “What grade levels are included in the {full-day class/morning class/afternoon class/class} that you teach.”_x000D_
_x000D_
Inst Resp: “Select all that apply.”_x000D_
----_x000D_
1. Prekindergarten_x000D_
2. Transitional kindergarten_x000D_
3. Regular kindergarten_x000D_
4. Transitional/pre-first grade_x000D_
5. First grade_x000D_
6. Second grade_x000D_
7. Third grade or higher_x000D_
8. Fourth grade or higher_x000D_

Question: “As of today's date, how many children that you teach are the following ages in your {full-day class/morning class/afternoon class/class}?_x000D_
_x000D_
3 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “4 years old”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “5 years old”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “6 years old”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “7 years old”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “8 years old”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “9 years old”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “10 years or older”
Question: “Based on your previous responses you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class}. Is this correct?”

Question: “As of today's date, how many of the students you teach are members of the following groups in your {full-day class/morning class/afternoon class/class}?_x000D_ _x000D_ InstResp "Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race."_x000D_ _x000D_ Hispanic or Latino/Latina of any race”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “American Indian or Alaska Native, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Asian, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Black or African American, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “White, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Two or more races, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question “As of today's date, how many boys and girls are there in your {full-day class/morning class/afternoon class/class}? _x000D_ _x000D_ Number of boys”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Number of girls”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class/class}. Is this correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “How many of the children in your {full-day class/morning class/afternoon class/class} are repeating {kindergarten/first grade} this year?”_x000D_ _x000D_ IF NONE, ENTER "0._x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many children in your {full-day class/morning class/afternoon class/class} have the following characteristics?_x000D_ _x000D_ Are classified as Gifted and Talented”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are participating in a Gifted and Talented program”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “Are below grade level in their English reading”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are about on grade level in their English reading skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are above grade level in their English reading skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are below grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are about on grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are above grade level in their mathematics skills”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are tardy, on an average day”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “Are absent, on an average day”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “As of today’s date, how many children with IEPs are in your {full-day class /morning class/afternoon class/class}?_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “As of today’s date, how many children with the following characteristics in your {full-day class /morning class/afternoon class/class} have been identified for an IEP? _x000D_ _x000D_ Male"_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Female”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “English language learners”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Hispanic or Latino/Latina of any race”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “American Indian or Alaska Native, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “As of today’s date, how many children with the following characteristics in your {full-day class /morning class/afternoon class/class} have been identified for an IEP? _x000D_ _x000D_ Asian, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question “Black or African American, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “White, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Two or more races, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many children in your {full-day class/morning class/afternoon class/class} have a diagnosed disability and need special health or educational accommodations or services?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class/class} are currently receiving special health or educational accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question: “How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class/class} need more help than they are currently receiving?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question: “The next series of questions asks about the use of different languages in the classroom by teachers, children, and other adults. Are any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?_x000D_
_x000D_
For academic instruction in reading/literacy”_x000D_
----_x000D_
1. Never_x000D_
2. Less then half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question: “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?”_x000D_
_x000D_
For academic instruction in mathematics”_x000D_
----_x000D_
1. Never_x000D_
2. Less then half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question: “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?_x000D_
_x000D_
For academic instruction in other subjects”_x000D_
----_x000D_
1. Never_x000D_
2. Less then half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question: “How often is a non-English language used by teachers, aides, or other adults in each of your {full-day class/morning class/afternoon class/class} in the following ways?_x000D_
_x000D_
For instructional support (for example, explaining directions, etc.)”_x000D_
----_x000D_
1. Never_x000D_
2. Less then half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question: “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?_x000D_
_x000D_
For controlling and directing student behavior (classroom management)”

Question: “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?_x000D_
_x000D_
For conversation”

Question: “What languages are used for academic instruction in your {full-day class/morning class/afternoon class/class}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. English_x000D_
2. Spanish_x000D_
3. A European language other than Spanish such as French, German, or Russian_x000D_
4. A Chinese language or dialect_x000D_
5. Filipino language_x000D_
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
7. A South Asian language such as Hindi or Tamil_x000D_
8. Another Asian language such as Japanese or Korean_x000D_
9. A Middle Eastern language such as Arabic or Farsi_x000D_
10. An African language such as Swahili or Amharic_x000D_
91. Other language(s) (Please specify):_x000D_

Question: “In which languages other than English are the books or other written materials in your classroom?”_x000D_
_x000D_
InstResp “Select all that apply. If you teach more than one class, consider all your classes.”_x000D_
----_x000D_
1. None other then English
2. Spanish
3. A European language other than Spanish such as French, German, or Russian
4. A Chinese language or dialect
5. Filipino language
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer
7. A South Asian language such as Hindi or Tamil
8. Another Asian language such as Japanese or Korean
9. A Middle Eastern language such as Arabic or Farsi
10. An African language such as such as Swahili or Amharic
91. Other language(s) (Please specify):

Question: “Do any of the children in your class speak a language other than English (aside from native English speakers who are learning a foreign language)?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “Which languages other than English are spoken by one or more children in your {full-day class/morning class/afternoon class/class}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Spanish_x000D_
2. A European language other than Spanish such as French, German, or Russian_x000D_
3. A Chinese language or dialect_x000D_
4. A Filipino language_x000D_
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
6. A South Asian language such as Hindi or Tamil_x000D_
7. Another Asian language such as Japanese or_x000D_
8. A Middle Eastern language such as Arabic or Farsi_x000D_
9. An African language such as such as Swahili or Amharic_x000D_
91. Other language (Please specify):_x000D_

Question: “Do you have any children who are English language learners (ELLs) in your {full-day class/morning class/afternoon class/class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “How many English language learners (ELL) do you have in your {full-time class/morning class/afternoon class/class}? _x000D_
_x000D_
Number of ELL children”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “How many of the ELL children in your {full-day class/morning class/afternoon class/class} receive instruction designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency in the following ways?
_x000D_
_x000D_
Receive no ELL instruction in the school”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “Receive ELL instruction within the regular class”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “Receive ELL instruction outside the regular class within the school setting”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “If you provide specialized language instruction in your {full-day class/morning class/afternoon class} for English Language Learners, would you say these services are primarily”_x000D_
----_x000D_
1. English as a Second Language (ESL) program_x000D_
2. Bilingual education program_x000D_
3. Dual-language program (also called two-way immersion (TWI))_x000D_
4. No specialized language instruction provided_x000D_

Question: “Which languages other than English are spoken by you or any other teacher or aide to the ELL children in your {full-day class/morning class/afternoon class/class} for instructional support or conversation?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. No language other than English_x000D_
2. Spanish_x000D_
3. A European language other than Spanish such as French, German or Russian_x000D_
4. A Chinese language or dialect_x000D_
5. A Filipino language_x000D_
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
7. A South Asian language such as Hindi or Tamil_x000D_
8. Another Asian language such as Japanese or Korean_x000D_
9. A Middle Eastern language such as Arabic or Farsi_x000D_
10. An African language such as Swahili or Amharic_x000D_
91. Other language (Please specify):_x000D_

Question: “How often do English language learners (ELL children) in your {full-time class/morning class/afternoon class/class} do each of the following activities ?”_x000D_
_x000D_
“Take assessments to monitor their English language acquisition”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question: “Take assessments to assess their progress in English reading and literacy skills”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question: “Work in small groups of ELL children or individually on intensive English reading and literacy skills”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question: “Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question “The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class spend in the following activities? _x000D_
_x000D_
Working independently”_x000D_
_x000D_
InstResp “Do not include lunch or recess breaks.”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Five hours or more_x000D_

Question “Working on individual tasks under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Five hours or more_x000D_

Question “Working with peers under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Five hours or more_x000D_

Question “Working in small group with teacher?”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Five hours or more_x000D_

Question “Teacher lecture with large group and/or large group discussion led by teacher”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Five hours or more_x000D_

Question “How often does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Mathematics”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Social studies”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Science”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Music”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Art”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Physical education”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_

Question “Dance/creative movement”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Theater/creative dramatics”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Foreign language”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_
Question “Computer Science (including coding)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week_x000D_

Question “On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?
_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Mathematics”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Social studies”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Science”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Music”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Art”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Physical education”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Dance/creative movement”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Theater/creative dramatics”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Foreign language”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “Computer science (including coding)”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 3 hours or more_x000D_

Question “The next few questions ask about disruptive behavior interfering with instruction in each of your classes. How often does disruptive behavior interfere with your {full-day class /morning class/afternoon class}?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question: “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_
----_x000D_
1. Less than ½ hour_x000D_
2. ½ hour to less than 1 hour_x000D_
3. 1 to less than 1 ½ hours_x000D_
4. 1 ½ to less than 2 hours_x000D_
5. 2 to less than 2 ½ hours_x000D_
6. 2 ½ to less than 3 hours_x000D_
7. 3 hours or more_x000D_

Question “In an average week, how often do you divide your class(es) into achievement groups for reading activities or lessons?"_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “When you use achievement groups for reading, how many groups do you typically have? _x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes. _x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “On days when you divide your class into achievement groups for reading, how many minutes do the groups usually stay together?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit: “Number of minutes:”_x000D_
_x000D_
Watermark: “Enter number”

Question “In an average week, how often do you divide your class(es) into achievement groups for math activities or lessons?”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “When you use achievement groups for math, how many groups do you typically have?"_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes. _x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “On days when you divide your class into achievement groups for math, how many minutes do the groups usually stay together?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit: “Number of minutes:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?_x000D_
_x000D_
Extra individual assistance from you”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Three or four times a week_x000D_
5. Daily_x000D_

Question “How many minutes per session of extra help in reading do they receive from you, on average?_x000D_
_x000D_
InstResp “Do not count time spent moving between class and the service.””_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?_x000D_
_x000D_
Individual tutoring from an aide or volunteer”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. Once a week_x000D_
4. Three or four times a week_x000D_
5. Daily_x000D_

Question “How many minutes per session of extra help in reading do they receive from the aide or volunteer, on average, not counting time spent moving between class and the service?”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?_x000D_ _x000D_ Individual tutoring from a credentialed specialist”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Three or four times a week_x000D_ 5. Daily_x000D_
Question “How many minutes per session of extra help in reading do they receive from the specialist, on average, not counting time spent moving between class and the service?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?_x000D_ _x000D_ Pull-out instruction in small groups”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Three or four times a week_x000D_ 5. Daily_x000D_
Question “How many minutes per session of extra help in reading do they receive in the small group, on average, not counting time spent moving between class and the service?”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?”_x000D_ _x000D_ “Other reading support” _x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Please describe the other reading support.”

Question “How many minutes per session of other help in reading do they receive in the small group, on average, not counting time spent moving between class and the service?.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “The next series of questions is about your instruction in social studies. For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)?_x000D_
_x000D_
Human body”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Plants and animals”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Dinosaurs and fossils”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Solar system and space”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Weather (e.g., rainy, sunny)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Understand and measure temperature”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Water”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Sound”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Light”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Magnetism and electricity”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Machines and motors”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Tools and their uses”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Health, safety, nutrition, and personal hygiene”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Important figures and events in American history”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Community resources (e.g., grocery store, police)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Map-reading skills”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Different cultures”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Reasons for rules, laws, and government”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Ecology”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Geography”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Scientific method”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Social problem solving”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Hands on activities or investigations in science”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Laboratory skills or techniques”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Communicating ideas in science”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Relevance of science to society”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Community service”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Current events in the news”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “How often do the children in your class(es) do the following activities? _x000D_
_x000D_
Go to the school library or media center”_x000D_
----_x000D_
1. No library or media center in this school_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Borrow materials from the library or media center”_x000D_
----_x000D_
1. No library or media center in this school_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “How many days a week do children have recess?”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “In a typical day, how much time does/do your class(es) spend in the following activities? _x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Lunch”_x000D_
----_x000D_
1. No time_x000D_
2. 1-15 minutes_x000D_
3. 16-30 minutes_x000D_
4. 31-45 minutes_x000D_
5. Longer than 45 minutes_x000D_

Question “Free play indoors”_x000D_
----_x000D_
1. No time_x000D_
2. 1-15 minutes_x000D_
3. 16-30 minutes_x000D_
4. 31-45 minutes_x000D_
5. Longer than 45 minutes_x000D_

Question “Free play outdoors (including recess)”_x000D_ ----_x000D_ 1. No time_x000D_ 2. 1-15 minutes_x000D_ 3. 16-30 minutes_x000D_ 4. 31-45 minutes_x000D_ 5. Longer than 45 minutes_x000D_
Question “The next few questions are about paid aides. How many hours a week do regular aides usually assist you in the following ways?_x000D_ _x000D_ Working directly with children on instructional tasks”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Doing non-instructional work (for example, photocopying, preparing materials, etc.)”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “How many hours a week do special education aides usually assist you in the following ways?”_x000D_ _x000D_ “Working directly with children on instructional tasks”_x000D_ _x000D_ InstResp”If none, enter 0.”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Doing non-instructional work (for example, photocopying, preparing materials, etc.)”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question “How many hours a week do ESL or bilingual education aides aides usually assist you in the following ways?”_x000D_
_x000D_
“Working directly with children on instructional tasks”_x000D_
_x000D_
InstResp “If none, enter 0.”_x000D_
_x000D_
Pre-unit: “Hours per week:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Doing non-instructional work (for example, photocopying, preparing materials, etc.)”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How many hours a week do volunteers usually assist in your class or classes in the following ways?”_x000D_
_x000D_
InstResp “If there are two or more volunteers please add up their weekly hours.”_x000D_
_x000D_
“Working directly with children on instructional tasks”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Doing non-instructional work (for example, photocopying, preparing materials, etc.)”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class in the following subject areas:_x000D_
_x000D_
(English) Language Arts”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “Mathematics”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “Science”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “In general, how adequate is each of the following for your class(es)?_x000D_
_x000D_
Textbooks”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Tradebooks (for example, novels, collections of poetry, nonfiction)”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Basal reader books”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Manipulatives (for example, blocks, puzzles)”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Digital tablets (such as an iPad)”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Visual display technology (for example, Smart Board)”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Computers (with internet access)”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Licensed computer software packages”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Paper and pencils”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Printing and reproduction”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Art materials, paints, clays”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Musical instruments”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Musical recordings”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Materials for teaching ELL children”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Materials for teaching children with disabilities”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Heat and air-conditioning”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Classroom space”_x000D_
----_x000D_
1. I don’t use these at this grade level._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Which of the following does your class use funds raised by your PTA/PTO to support?”_x000D_
_x000D_
InstResp “Please include programs run by the school and those run by outside groups.
_x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. Books for class library_x000D_
2. Technology for classroom (computer labs, Chromebooks, Smartboards, tablets, etc.)_x000D_
3. Arts supplies (musical, visual, dance, dramatic arts)_x000D_
4. Field trips_x000D_
5. Enrichment programs (for example, STEM programs, arts programs, literacy programs, cooking programs)_x000D_
6. PTA/PTO does not provide funds to support my classroom_x000D_
7. Our school does not have a PTA/PTO_x000D_
91. Other (Please specify):_x000D_

Question “Do you implement any of the following technology use practices in your classroom?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Encourage students to use personal cell phones and/or tablets as tools_x000D_
2. Require students to use personal cell phones and/or tablets as tools_x000D_
3. Encourage students to use tablets or other digital devices provded by the school as tools_x000D_
4. Require students to use tablets or other digital devices provided by the school as tools_x000D_
5. Encourage students to use school computers as tools_x000D_
6. Require students to use school computers as tools_x000D_
7. None of the above_x000D_

Question “Which of the following best describes the mode of instruction that you use in your classes?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. In person instruction only_x000D_
2. Web-based instruction only_x000D_
3. Blended instruction_x000D_

Question “During this school year, approximately what percentage of the blended instruction that you provide is in-person? _x000D_
_x000D_
Watermark “Enter percentage”

Question “The next group of questions asks about classroom practices. In a typical day, how much time does a child in your class spend in the following activities? _x000D_
_x000D_
Working independently”_x000D_
_x000D_
InstResp “Do not include lunch or recess breaks.”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working on individual tasks under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working with peers under teacher direction”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Working in small groups with teacher”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Teacher lecture with large group and/or large group discussion led by teacher”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “How often does disruptive behavior interfere with your instruction?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question: “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_
----_x000D_
1. Less than ½ hour_x000D_
2. ½ hour to less than 1 hour_x000D_
3. 1 to less than 1 ½ hours_x000D_
4. 1 ½ to less than 2 hours_x000D_
5. 2 to less than 2 ½ hours_x000D_
6. 2 ½ to less than 3 hours_x000D_
7. 3 hours or more_x000D_

Question “How often does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Mathematics”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Social studies”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Science”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Music”_x000D_
----_x000D_
1. No time_x000D_
2. Half hour or less_x000D_
3. About one hour_x000D_
4. About two hours_x000D_
5. About three hours_x000D_
6. Four hours or more_x000D_

Question “Art”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Physical education”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Dance/creative movement”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Theater/creative dramatics”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Foreign language”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “Computer Science (including coding)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?
_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Mathematics”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Social studies”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Science”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Music”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Art”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Physical education”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Dance/creative movement”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Theater/creative dramatics”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Foreign language (excluding English for ELL students)”_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question "Computer science (including coding)"_x000D_
----_x000D_
1. Not applicable/never_x000D_
2. Less than ½ hour a day_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “In an average week, how often do you divide your class(es) into achievement groups for reading activities or lessons?”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “When you use achievement groups for reading, how many groups do you typically have?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “On days when you divide your class into achievement groups for reading, how many minutes do the groups usually stay together?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit: “Number of minutes:”_x000D_
_x000D_
Watermark: “Enter number”

Question “In an average week, how often do you divide your class(es) into achievement groups for math activities or lessons?”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week_x000D_

Question “When you use achievement groups for math, how many groups do you typically have?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “On days when you divide your class into achievement groups for math, how many minutes do the groups usually stay together?”_x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Pre-unit: “Number of minutes:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How often do the children in your class(es) do the following activities? _x000D_
_x000D_
Go to the school library or media center”_x000D_
----_x000D_
1. No library or media center in this school_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Borrow materials from the library or media center”_x000D_
----_x000D_
1. No library or media center in this school_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “How many days a week do children have recess?”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “In a typical day, how much time does/do your class(es) spend in the following activities? _x000D_
_x000D_
InstResp “If you have more than one class, enter the average for your classes.”_x000D_
_x000D_
Lunch”_x000D_
----_x000D_
1. No time_x000D_
2. 1-15 minutes_x000D_
3. 16-30 minutes_x000D_
4. 31-45 minutes_x000D_
5. Longer than 45 minutes_x000D_

Question “Free play indoors”_x000D_
----_x000D_
1. No time_x000D_
2. 1-15 minutes_x000D_
3. 16-30 minutes_x000D_
4. 31-45 minutes_x000D_
5. Longer than 45 minutes_x000D_

Question “Free play outdoors (including recess)”_x000D_
----_x000D_
1. No time_x000D_
2. 1-15 minutes_x000D_
3. 16-30 minutes_x000D_
4. 31-45 minutes_x000D_
5. Longer than 45 minutes_x000D_

Question “Do any of the following staff members provide direct instruction to students in your class who are struggling or at risk of failure in reading or math?”_x000D_
_x000D_
InstResp: “Select all that apply. Include staff other than yourself who provide direct instruction either in your class or in a pull-out setting. Exclude paraprofessionals/aides.”_x000D_
----_x000D_
1. A reading specialist/interventionist who has specialized training in reading instruction_x000D_
2. A math specialist/interventionist who has specialized training in math instruction_x000D_
3. A special education teacher_x000D_

Question “How many hours a week do different types of paid professionals/aides or volunteers usually work directly with children on instructional tasks either in your classroom or in a pull-out setting? General paraprofessionals/aides”_x000D_ _x000D_ InstResp “Enter the number of hours in the appropriate boxes below. If none, write “0.”_x000D_ _x000D_ Pre-unit: “Hours per week:”_x000D_ _x000D_ Watermark: “Enter hours per week”
Question “Special education paraprofessionals/aides”_x000D_ _x000D_ Pre-unit: “Hours per week:”_x000D_ _x000D_ Watermark: “Enter hours per week”
Question “ESL or bilingual education paraprofessionals or aides”_x000D_ _x000D_ Pre-unit: “Hours per week:”_x000D_ _x000D_ Watermark: “Enter hours per week”
Question “Volunteers (for example, parents, high school students, community members)”_x000D_ _x000D_ Pre-unit: “Hours per week:”_x000D_ _x000D_ Watermark: “Enter hours per week”
Question “Please report the following about the computers located in your classroom every day. Total number of devices”_x000D_ _x000D_ InstResp “Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write “0.”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question “Please report the following about the computers located in your classroom every day. Number with internet access”_x000D_
_x000D_
InstResp “Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write “0.” If your school provides each student with a device, but those devices must stay at school, please report those devices here.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Please report the following about the computers that can be brought into your classroom (for example, laptops on carts, or school-provided student computers if students are allowed to take their computers home). Total number of devices”_x000D_
_x000D_
InstResp “Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write “0.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Please report the following about the computers that can be brought into your classroom (for example, laptops on carts). Number with internet access”_x000D_
_x000D_
InstResp “Please include any desktop, laptop, or other computer-type device used for instructional or administrative purposes. If none, write “0.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How frequently do you or your students use computers (desktop, laptop, or other computer-type devices such as a Chrome Book) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities?”_x000D_ _x000D_ “Daily assignments”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “How frequently do your students use digital cameras (still or video) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class in the following subject areas:_x000D_
_x000D_
English language arts”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “Mathematics”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “Science”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching?_x000D_
_x000D_
Classroom routines are consistently implemented.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Expectations of students are clearly communicated in positive terms.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question: “You gain the attention of all students before beginning a lesson.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question: “You solicit both group and individual responses to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question: “You provide all students with individual opportunities to respond to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question: “There is a system for documenting and rewarding appropriate student behavior.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question: “You use a range of consequences to discourage inappropriate student behavior.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “How strongly do you agree or disagree that you teach the following social and emotional competencies in your class?_x000D_
_x000D_
Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Self-management (teaching students to regulate emotions and manage daily stressors)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Social Awareness (teaching students to take the perspective of others and appreciate similarities and differences)”._x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Relationship and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Responsible decision making (teaching students to identify problems and analyze problems, understand consequences, and take responsibility for their decisions)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “How strongly do you agree or disagree that you utilize the following practices in your class?_x000D_
_x000D_
Display pictures, posters, artwork and other décor that reflect the cultures and ethnic backgrounds of each student in your class”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Ensure that all notices and communications to families and caregivers are written in their language of origin”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Use alternative formats and varied approaches to communicate and share information with families and caregivers”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Screen books, movies, and other media resources for negative cultural, ethnic or racial stereotypes before using them in your classes”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The next series of questions is about your instruction in reading and language arts. How often do you use the following resources to teach reading in this class?_x000D_
_x000D_
Basal reading series (a core or primary reading text for all students)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Leveled or guided reading books (multiple books, each at a specific reading level)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Newspapers and/or magazines”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Computer software for reading instruction”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Applications for cell phones or digital tablets”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “A variety of trade books (for example, novels, collections of poetry, nonfiction)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Materials from other subjects (for example, science, social studies)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Big books”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Decodable books, sound/symbols books”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Read-along books paired with audiobooks”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Anthology (collection of literary works, which may include poems, short stories, plays, songs, excerpts, etc.)”_x000D_
----_x000D_
1. Prekindergarten_x000D_
2. Transitional kindergarten_x000D_
3. Regular kindergarten_x000D_
4. Transitional/pre-first grade_x000D_
5. First grade_x000D_
6. Second grade_x000D_
7. Third grade or higher_x000D_
8. Fourth grade or higher_x000D_

Question “How often do children in this class do each of the following READING and LANGUAGE ARTS activities?_x000D_
_x000D_
Practice writing the letters of the alphabet”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Discuss new or difficult vocabulary”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Dictate stories to a teacher, aide, or volunteer”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work on phonics”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Listen to you read stories where they see the print (for example, Big Books)”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Listen to you read stories but they don't see the print”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Retell stories”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read aloud”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read from basal reading texts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read silently”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work in a reading workbook or on a worksheet”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Write words from dictation, to improve spelling”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Write with encouragement to use invented spellings, if needed”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read books they have chosen for themselves”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Compose and write stories or reports”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Project based activities related to a book or story”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Perform plays and skits”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Writing in a journal”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work in mixed-achievement groups on language arts activities”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Peer tutoring”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read text with controlled vocabulary”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read text with strong phonetic patterns”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Read text with patterned or predictable text”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “For this school year as a whole, how often did you teach each of the following language arts topics in your class(es)? _x000D_
_x000D_
Conventions of print (left to right orientation, book holding)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Writing own name (first and last)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Rhyming words and word families”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Blending separate sounds of a word to say the word (e.g., “/c/ /a/ /t/ - cat”)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Verbally manipulating syllables within a word (e.g., what is cowboy without cow?)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Reading multi-syllable words, like “adventure”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Use of common prepositions such as over and under, up and down”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Identifying the main idea and parts of a story”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Orally retelling stories, including key details”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Remembering and following directions that include a series of actions”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Using capitalization and punctuation”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Composing and writing complete sentences”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Writing narratives with two or more appropriately sequenced events”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Conventional spelling”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Alphabetizing”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Reading age appropriate books independently with comprehension”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “How often do children in this class do each of the following math activities?
_x000D_
_x000D_
Count out loud”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work with geometric manipulatives”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Play math-related games”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use a calculator for math”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use music to understand math concepts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use creative movement or creative drama to understand math concepts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “How often do children in this class do each of the following math activities? _x000D_
_x000D_
Work with rulers, measuring cups, spoons, or other measuring instruments”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Explain how a math problem is solved”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Engage in calendar-related activities”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Do math worksheets”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Do math problems from their textbooks”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “How often do children in this class do each of the following math activities?
_x000D_
_x000D_
Complete math problems independently in front of whole group”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Solve math problems in small groups or with a partner”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work on math problems that reflect real-life situations”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Work in mixed achievement groups on math activities”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Peer tutoring”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Use a number line to understand number concepts”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question: “For this school year as a whole, how often did you teach each of the following math skills in your class(es)? _x000D_
_x000D_
Correspondence between number and quantity”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Counting by 2s, 5s, and 10s”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Counting on from a given number instead of 1”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Counting beyond 100”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Writing all numbers between 1 and 100”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Recognizing and naming geometric shapes”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Identifying relative quantity (e.g., equal, most, less, more)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Sorting objects into subgroups according to a rule”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Ordering objects by size or other properties”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Making, copying, or extending patterns”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Recognizing the value of coins and currency”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Adding single-digit numbers”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Subtracting single-digit numbers”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Uses place value to compose and decompose numbers into tens and ones”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Reading three-digit numbers”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Interpreting simple graphs”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Performing simple data collection and graphing”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Measuring to nearest whole number using common instruments (for example, rulers, tape measures, thermometers, or scales)”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Decomposes numbers less than or equal to 10 by using objects or drawings”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Telling time”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Estimating quantities”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Estimating probability”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “Writing math equations to solve word problems”_x000D_
----_x000D_
1. Taught once a month or less_x000D_
2. Taught two or three times a month_x000D_
3. Taught once or twice a week_x000D_
4. Taught three or four times a week_x000D_
5. Taught daily_x000D_
6. Not taught because this is taught at a higher grade level_x000D_
7. Not taught because children should already know this_x000D_

Question “The next series of questions asks about the use of different languages in your classroom by teachers, and other adults. Are any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?_x000D_
_x000D_
For academic instruction in reading/literacy”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “For academic instruction in mathematics”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “For academic instruction in other subjects”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “For instructional support (for example, explaining directions, etc.)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “For controlling and directing student behavior (classroom management)”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “For conversation”_x000D_
----_x000D_
1. Never_x000D_
2. Less than half the time_x000D_
3. About half the time_x000D_
4. More than half the time_x000D_
5. All the time_x000D_

Question “How much time per day do you and any other teacher or aide speak any non-English language in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. 1-15 minutes a day_x000D_
2. 16-30 minutes a day_x000D_
3. 31-60 minutes a day_x000D_
4. More than 60 minutes a day_x000D_

Question: “Do you have any students who are English language learners (ELLs) in your {full-day class/morning class/afternoon class}?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How often do English language learners (ELL children) in your {full-time class/morning class/afternoon class} do each of the following activities (in your classroom or in a pull-out program)?_x000D_
_x000D_
Take assessments to monitor their English language acquisition”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question “Take assessments to assess their progress in English reading and literacy skills”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question “Work in small groups of ELL children or individually on intensive English reading and literacy skills”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question “Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)”_x000D_
----_x000D_
1. Once a month or less_x000D_
2. 2 to 3 times a month_x000D_
3. 1 to 2 times a week_x000D_
4. 3 to 4 times a week_x000D_
5. Daily_x000D_

Question “The next series of questions is about homework. In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day.”_x000D_
----_x000D_
1. 0 days_x000D_
2. 1 day_x000D_
3. 2 days_x000D_
4. 3 days_x000D_
5. 4 days_x000D_
6. 5 days_x000D_

Question “On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. I never assign homework_x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question “Math”_x000D_
----_x000D_
1. I never assign homework_x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question: “Other”_x000D_
----_x000D_
1. I never assign homework_x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question: "Please describe the other homework.”

Question “The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching?_x000D_
_x000D_
Classroom routines are consistently implemented.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Expectations of students are communicated in positive terms.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “You gain the attention of all students before beginning a lesson.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You solicit both group and individual responses to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You provide all students with individual opportunities to respond to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “There is a system for documenting and rewarding appropriate student behavior.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “You use a continuum of consequences to discourage inappropriate student behavior.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “How strongly do you agree or disagree that you teach the following social and emotional competencies in your class?_x000D_ _x000D_ Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Self-management (teaching students to regulate emotions and manage daily stressors)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Relationship and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Responsible decision making (teaching students to identify problems and analyze problems, understand consequences, and take responsibility for their decisions)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “How strongly do you agree or disagree that you utilize the following practices? _x000D_
_x000D_
Display pictures, posters, artwork, and other décor that reflect diverse cultures and ethnic backgrounds”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Ensure that all notices and communications to families and caregivers are written in their language of origin”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Use alternative formats and varied approaches to communicate and share information with families and caregivers”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Screen books, movies, and other media resources for negative cultural, ethnic or racial stereotypes before using them with students”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “How often do you use the following resources to teach reading in this class? _x000D_
_x000D_
Basal reading series (a core or primary reading text for all students)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Leveled or guided reading books (multiple books, each at a specific reading level)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Newspapers and/or magazines”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Computer software for reading instruction”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Applications for digital tablets”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “A variety of trade books (e.g., novels, collections of poetry, nonfiction)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Materials from other subjects (e.g., science, social studies)”_x000D_
----_x000D_
1. Never or hardly ever_x000D_
2. Once or twice a month_x000D_
3. Once or twice a week_x000D_
4. Almost every day_x000D_

Question “Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)”_x000D_ ----_x000D_ 1. Never or hardly ever_x000D_ 2. Once or twice a month_x000D_ 3. Once or twice a week_x000D_ 4. Almost every day_x000D_
Question “Big books”_x000D_ ----_x000D_ 1. Never or hardly ever_x000D_ 2. Once or twice a month_x000D_ 3. Once or twice a week_x000D_ 4. Almost every day_x000D_
Question “Decodable books, sound/symbols books”_x000D_ ----_x000D_ 1. Never or hardly ever_x000D_ 2. Once or twice a month_x000D_ 3. Once or twice a week_x000D_ 4. Almost every day_x000D_
Question “Read-along books paired with audiobooks”_x000D_ ----_x000D_ 1. Never or hardly ever_x000D_ 2. Once or twice a month_x000D_ 3. Once or twice a week_x000D_ 4. Almost every day_x000D_
Question “Anthology (collection of literary works, which may include poems, short stories, plays, songs, excerpts, etc.)”_x000D_ ----_x000D_ 1. Never or hardly ever_x000D_ 2. Once or twice a month_x000D_ 3. Once or twice a week_x000D_ 4. Almost every day_x000D_

Question “From the first day of school until today, please indicate how many days of each of the following READING skills and concepts has been covered in your class."_x000D_
_x000D_
InstResp:“Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.”_x000D_
_x000D_
"Identifying main ideas in a story”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Retelling stories, including main ideas and details”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Describing characters, settings, and major events in a story”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Identifying words and phrases that suggest feelings or appeal to the senses”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Identifying who is telling a story at different points in a text”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Identifying main ideas and details in informational text”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Identifying the reasons an author gives to support points in an opinion piece”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Describing similarities and differences between two reading selections”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Recognizing the differences between fiction and non-fiction”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Reading informational selections of appropriate complexity for this grade”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Reading prose and poetry of appropriate complexity for this grade”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Segmenting words into phonemes”
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Manipulating phonemes to form new words”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Breaking spoken words into sounds”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Blending sounds to form words”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Reading irregularly spelled words”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Reading and rereading passages orally with guidance on pacing, intonation, and expression”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Reading accurately and fluently to support comprehension”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Identifying character, setting, and plot”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Generating questions about character, setting, and plot”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Predicting what might occur next in the text”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Writing an opinion piece, giving reasons for the opinion”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Writing an informational piece that includes some facts on the topic”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Writing a narrative with two or more appropriately sequenced events”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “From the first day of school until today, please indicate how many days of each of the following MATH skills and concepts has been covered in your class.”_x000D_
_x000D_
InstResp: “Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.”_x000D_
_x000D_
“Counting objects up to 20 to establish quantity”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Labeling relative quantity using the terms “greater than,” ”less than,” “equal to,” “fewest,” or “most”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Solving word problems by adding or subtracting numbers equal to 20 or less”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Solving word problems by adding three numbers whose sum is 20 or less”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Working with problems that demonstrate the relationship between counting, addition, and subtraction”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “The meaning of the equal sign”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

“Determining if both sides of an equation are equal or not equal using subtraction or addition (for example, 7=8-1; 5+2=2+5)”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Solving for an unknown whole number in an addition or subtraction equation (for example, 8 + ? = 11)”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Solving for an unknown whole number in an addition or subtraction equation (for example, 8 + ? = 11)”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Counting to 120, starting at any number less than 120”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Reading and writing numerals up to 120”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Identifying the correspondence between number and quantity for quantities larger than 10”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Identifying the numbers that represent the tens and ones places in a two-digit number”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Relative quantity when comparing two-digit numbers, using the symbols >, =, and <”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Adding numbers that sum to 100 or less, including adding a two-digit number and a one-digit number”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Finding 10 more or 10 less than a given two-digit number, without having to count”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Skip-counting by 5s, 10s, and/or 100s”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Arranging three objects by length”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Comparing the length of two objects indirectly by using a third object (nonstandard measurement)”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Measuring the length of an object (for example, a desktop) as a whole number of length units, by laying multiple copies of a shorter object (for example, a pencil) end to end”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Telling time in hours and half hours”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days days_x000D_

Question “Measuring the length of an object in standard units, using tools such as rulers, yardsticks, meter sticks, and/or measuring tapes”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Writing time in hours and half hours”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Solving word problems involving quarters, dimes, nickels, and pennies”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Drawing a picture graph and/or a bar graph to represent a data set with up to four categories”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Answering questions about the data in a picture graph and/or a bar graph, for example, comparing one category with another”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Identifying the difference between defining attributes of shapes (for example, triangles are three-sided) versus non-defining attributes (for example, color, size)”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Putting two-dimensional or three-dimensional shapes together to create a composite shape”_x000D_
----_x000D_
1. Not taught_x000D_
2. On 1-10 days_x000D_
3. On 11-20 days_x000D_
4. On 21-40 days_x000D_
5. On 41-80 days_x000D_
6. On more than 80 days_x000D_

Question “Partitioning simple shapes into two and four equal shares”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Describing portions of simple shapes using the words halves, fourths, and quarters”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes”_x000D_
----_x000D_
1. Not taught_x000D_
2. 1-10 days_x000D_
3. 11-20 days_x000D_
4. 21-40 days_x000D_
5. 41-80 days_x000D_
6. More than 80 days_x000D_

Question “From the first day of school until today, please indicate how many days of each of the following SCIENCE skills and concepts has been covered in your class.”_x000D_
_x000D_
InstResp: “Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.”_x000D_
_x000D_
“Using all 5 senses to make observations”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Using tools (for example, lenses, thermometers, rulers to gather information about objects”_x000D_
----_x000D_
1. Not taught
2. 1-10 days
3. 11-20 days
4. 21-40 days
5. 41-80 days
6. More than 80 days

Question “Classifying and comparing objects by their properties (for example, weight or size)”_x000D_ ----_x000D_ 1. Not taught 2. 1-10 days 3. 11-20 days 4. 21-40 days 5. 41-80 days 6. More than 80 days
Question “Making logical predictions (hypotheses) based on observations”_x000D_ ----_x000D_ 1. Not taught 2. 1-10 days 3. 11-20 days 4. 21-40 days 5. 41-80 days 6. More than 80 days
Question “Drawing conclusions based upon evidence”_x000D_ ----_x000D_ 1. Not taught 2. 1-10 days 3. 11-20 days 4. 21-40 days 5. 41-80 days 6. More than 80 days
Question “Communicating scientific findings orally or in writing”_x000D_ ----_x000D_ 1. Not taught 2. 1-10 days 3. 11-20 days 4. 21-40 days 5. 41-80 days 6. More than 80 days
Question“Using graphs or charts to describe findings”_x000D_ ----_x000D_ 1. Not taught 2. 1-10 days 3. 11-20 days 4. 21-40 days 5. 41-80 days 6. More than 80 days

Question “From the first day of school until today, please indicate which of the following SCIENCE or SOCIAL STUDIES topics or skills is taught in either your class in its own unit or lesson or as part of a unit/lesson on a different topic.”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Three states of matter (gas, liquid, solid)_x000D_
2. Basic needs of plants (water, sunlight, etc.)_x000D_
3. Characteristics of animal classes (mammals, reptiles, birds, etc.)_x000D_
4. Natural resources_x000D_
5. Shadows and light_x000D_
6. Dinosaurs and fossils_x000D_
7. Solar system and space_x000D_
8. Weather_x000D_
9. Nutrition/healthy foods_x000D_
10. Important figures and events in American history_x000D_
11. Community resources (for example, grocery store, police)_x000D_
12. Map-reading skills_x000D_
13. Different cultures_x000D_
14. Reasons for rules, laws, and government_x000D_
15. Community service_x000D_
16. Current events in the news_x000D_

Question “On average, how many days a week is homework assigned? Please count homework assigned over the weekend as one day.”_x000D_
----_x000D_
1. 0 days_x000D_
2. 1 day_x000D_
3. 2 days_x000D_
4. 3 days_x000D_
5. 4 days_x000D_
6. 5 days_x000D_

Question “On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?_x000D_
_x000D_
Reading and language arts”_x000D_
----_x000D_
1. I never assign homework_x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question “Math”_x000D_
----_x000D_
1. I never assign homework_x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Question “Other”_x000D_
----_x000D_
1. I never assign homework_x000D_
2. 1 to 10 minutes_x000D_
3. 11 to 20 minutes_x000D_
4. 21 to 30 minutes_x000D_
5. More than 30 minutes_x000D_

Please describe the other homework.

Question “Now we would like to ask you about family involvement. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class during the school year?”_x000D_
----_x000D_
1. No conferences_x000D_
2. One conference_x000D_
3. Two conferences_x000D_
4. Three or more conferences_x000D_

Question “What percentage of children in your class have parents who participate in the following activities?_x000D_
_x000D_
Attend teacher-parent conferences”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “Volunteer regularly to help in your classroom or another part of the school”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “Attend open houses or parties”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “Attend art/music events or demonstration”_x000D_
----_x000D_
1. None_x000D_
2. 1-25%_x000D_
3. 26-50%_x000D_
4. 51-75%_x000D_
5. 76% or more_x000D_

Question “During this school year, how often have you made contacts with parents in the following ways?_x000D_
_x000D_
Sent home letters, newsletters, or other notices addressed to all parents and guardians”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Communicated with parents and guardians via text messaging”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Shared portfolios or other collections of children's work for parents and guardians to see”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Used email or list-serve to send out group updates or information to parents and guardians”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Maintained classroom website for families and guardians to access”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Used email to address individual questions or concerns of parents and guardians”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “Talked to parents and guardians by telephone”_x000D_
----_x000D_
1. Never_x000D_
2. 1-2 times_x000D_
3. 3-5 times_x000D_
4. 6-10 times_x000D_
5. 11-14 times_x000D_
6. 15 or more times_x000D_

Question “The next questions pertain to evaluation and grading practices. How important is each of the following in evaluating the children in your class?_x000D_
_x000D_
Individual child's achievement relative to the rest of the class”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Individual child's achievement relative to local, state, or professional standards”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Individual improvement or progress over past performance”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Effort”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Class participation”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Daily attendance”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Classroom behavior or conduct”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Cooperativeness with other children”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Ability to follow directions”_x000D_
----_x000D_
1. Not important_x000D_
2. Somewhat important_x000D_
3. Very important_x000D_
4. Extremely important_x000D_
5. Not applicable_x000D_

Question “Across all subjects, how often do you use the following to assess your students?
_x000D_
_x000D_
State or local standardized tests”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Classroom tests or quizzes (including those made by you and those from other sources)”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Individual or group projects”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Worksheets that you grade”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Teacher observation of specific objectives”_x000D_
----_x000D_
1. Never_x000D_
2. 1 or 2 times a year_x000D_
3. 3 to 8 times a year_x000D_
4. 1 or 2 times a month_x000D_
5. 1 or 2 times a week_x000D_
6. 3 or more times a week_x000D_

Question “Which of the following do you use to provide kindergartners' parents with information about their children's performance?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Standard report card (for example, a letter grade or other standard grade assigned for each subject)_x000D_
2. Progress report form_x000D_
3. Competency based checklists_x000D_
4. Portfolio of child’s work_x000D_
5. Standardized test scores_x000D_
6. Benchmark assessments_x000D_

Question “How often do you use a formal assessment in reading for the following purposes?”_x000D_
_x000D_
To evaluate how well each student is responding to the core curriculum provided in the general education classroom”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “To monitor each student’s progress on specific skills over the school year.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “To identify the deficits in specific skills of struggling students.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “To monitor the progress of students who fall below benchmark levels.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “To determine whether students need placement in a more or less intensive level of instruction.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “How often do you use a formal assessment in math for the following purposes?”_x000D_
_x000D_
To evaluate how well each student is responding to the core curriculum provided in the general education classroom”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question "To monitor each student’s progress on specific skills over the school year.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “‘To identify the deficits in specific skills of struggling students.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “To monitor the progress of students who fall below benchmark levels.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “‘To determine whether students need placement in a more or less intensive level of instruction.”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. 5 to 8 times a year_x000D_
6. 1 to 2 times a month_x000D_
7. 1 to 2 times a week_x000D_

Question “The next set of questions pertains to school-related activities. Have you participated in the following activities since the beginning of the academic year?_x000D_
_x000D_
Meeting with other teachers to discuss lesson planning”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “Meeting with other teachers to discuss curriculum development”_x000D_
----_x000D_
1. Never_x000D_
2. Once a month or less_x000D_
3. Two or three times a month_x000D_
4. Once or twice a week_x000D_
5. Three or four times a week_x000D_
6. Daily_x000D_

Question “In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices tied to your teaching assignment?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “In the past 12 months, how many hours did you spend on these activities?”_x000D_
----_x000D_
1. 4 hours or less_x000D_
2. 5-8 hours_x000D_
3. 9-12 hours_x000D_
4. 13-16 hours_x000D_
5. 17-20 hours_x000D_
6. 21-24 hours_x000D_
7. 25-28 hours_x000D_
8. 29-32 hours_x000D_
9. 33 hours or more_x000D_

Question “To what extent was the professional development you received in the past 12 months relevant to your role as a teacher?”_x000D_
----_x000D_
1. Not relevant_x000D_
2. Somewhat relevant_x000D_
3. Relevant_x000D_
4. Vert relevant_x000D_

Question “Which of the following staff development and training activities have you participated during the current academic year?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Workshops involving study groups or small-group problem solving_x000D_
2. Direct instruction from an outside consultant on a specific topic_x000D_
3. Peer observation and feedback_x000D_
4. Visits to, or observations of, other schools_x000D_
5. Release time for attending professional conferences_x000D_
6. Enrollment in college or university courses related to your profession_x000D_
7. Professional development via distance learning (web-based, etc)_x000D_
8. Workshops on using computers and technology in the classroom_x000D_
9. None of the above_x000D_

Question “How often did you participate in professional development activities covering the following topics in the last 12 months? _x000D_
_x000D_
How to use assessment data to identify students who are struggling or at risk of failure in READING”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. More than 4 times a year_x000D_

Question “How to use assessment data to identify students who are struggling or at risk of failure in MATH”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. More than 4 times a year_x000D_

Question “How to use and apply assessment data to guide READING instruction”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. More than 4 times a year_x000D_

Question “How to use and apply assessment data to guide MATH instruction”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. More than 4 times a year_x000D_

Question “How to implement the READING curriculum”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. More than 4 times a year_x000D_

Question “How to implement the MATH curriculum”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 times a year_x000D_
4. 3 to 4 times a year_x000D_
5. More than 4 times a year_x000D_

Question “Have you received support from any of the following staff members during the current academic year?_x000D_
_x000D_
A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective READING instruction.”_x000D_
----_x000D_
1. Yes, support received_x000D_
2. No, support not received_x000D_
3. Resources not available_x000D_

Question “A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective MATH instruction”_x000D_
----_x000D_
1. Yes, support received_x000D_
2. No, support not received_x000D_
3. Resources not available_x000D_

Question “A school or district staff member who provides ongoing training and support to classroom teachers in the delivery of effective behavioral supports”_x000D_
----_x000D_
1. Yes, support received_x000D_
2. No, support not received_x000D_
3. Resources not available_x000D_

Question “A school or district staff member to support teachers in collecting, organizing, and managing assessment data”_x000D_
----_x000D_
1. Yes, support received_x000D_
2. No, support not received_x000D_
3. Resources not available_x000D_

Question “A school or district staff member to support teachers in the interpretation and use of assessment data to guide instruction”_x000D_
----_x000D_
1. Yes, support received_x000D_
2. No, support not received_x000D_
3. Resources not available_x000D_

Question “How often have you been observed by a peer for the purposes of receiving instructional feedback during the current academic year?”_x000D_
----_x000D_
1. Never_x000D_
2. Once_x000D_
3. 2 times_x000D_
4. 3 to 4 times_x000D_
5. More than 4 times_x000D_

Question “The next few questions pertain to your feelings about your school. Please indicate the extent to which you agree with each of the following statements._x000D_
_x000D_
The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Many of the children I teach are not capable of learning the material I am supposed to teach them.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “I feel accepted and respected as a colleague by most staff members.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Teachers in this school are continually learning and seeking new ideas.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Routine administrative duties and paperwork interfere with my job of teaching.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Parents are supportive of school staff.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “There is a great deal of cooperative effort among the staff members.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “In this school, staff members are recognized for a job well done.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The academic standards at this school are too low.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “There is broad agreement among the entire school faculty about the central mission of the school.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The school administrator sets priorities, makes plans, and sees that they are carried out.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “The school administration's behavior toward the staff is supportive and encouraging.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “To what extent do you agree with the following statements?”_x000D_ _x000D_ I am adequately trained to teach the children with disabilities who are in my class.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly disagree_x000D_ 6. Not applicable_x000D_
Question “Inclusion of children with disabilities in my class has worked well.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly disagree_x000D_ 6. Not applicable_x000D_
Question “I am adequately trained to teach English language learners in my class.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly disagree_x000D_ 6. Not applicable_x000D_

Question “Inclusion of English language learners in my class has worked well.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly disagree_x000D_ 6. Not applicable_x000D_
Question “I have the resources I need to teach the children in my class who have disabilities.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly disagree_x000D_ 6. Not applicable_x000D_
Question “I have the resources I need to teach the children in my class who are English language learners”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly disagree_x000D_ 6. Not applicable_x000D_
Question “I have the resources I need to teach a class of students who have a wide range of READING skills.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly disagree_x000D_ 6. Not applicable_x000D_

Question “The next few questions pertain to your beliefs about teaching your students. To what extent do you agree with each of the following statements? _x000D_
_x000D_
If I try really hard, I can get through even to the most difficult or unmotivated students.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “If some students in my class are not doing well, I feel that I should change my approach to the subject.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “By trying a different teaching method, I can significantly affect a student’s achievement.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “There is really very little I can do to ensure that most of my students achieve at a high level.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “I work to create lessons so my students will enjoy learning and become independent thinkers.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “I feel sometimes it is a waste of my time to try to do my best as a teacher.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “The attitudes and habits students bring to my class greatly reduce their chances for academic success.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “The amount a student can learn is primarily related to family background”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “If a student did not remember information I gave in a previous lesson, I would know how to increase the student’s retention in the next lesson.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

Question “If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The next few items are about your job satisfaction. Please indicate the extent to which you agree or disagree with each of the following statements on working with children. _x000D_
_x000D_
I really enjoy my present job.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “I am certain I am making a difference in the lives of the children I work with.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “If I could start over, I would choose this again as my career.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Indicate how much you agree or disagree with the following statements about your school and staff?_x000D_
_x000D_
There is a consensus among administrators and teachers on goals and expectations”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “We have an active professional development program for teachers.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Teachers are very active in planning staff development activities in this school.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “For each of the following statements about READING, indicate how strongly you agree or disagree. _x000D_
_x000D_
This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in reading in first grade.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_
6. Don’t know_x000D_

Question “For each of the following statements about READING, indicate how strongly you agree or disagree._x000D_
_x000D_
This school has a set of clear, predetermined criteria for determining the level of intervention first-grade students will receive in reading.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_
6. Don’t know_x000D_

Question “For each of the following statements about READING, indicate how strongly you agree or disagree._x000D_
_x000D_
This school has clear, predetermined criteria for determining when first grade students no longer need a reading intervention.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_
6. Don’t know_x000D_

Question “For each of the following statements about Math, indicate how strongly you agree or disagree.” _x000D_
_x000D_
“This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in math in first grade.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_
6. Don’t know_x000D_

Question “For each of the following statements about Math, indicate how strongly you agree or disagree.” _x000D_
_x000D_
“This school has a set of clear, predetermined criteria for determining the level of intervention first-grade students will receive in math.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_
6. Don’t know_x000D_

Question “For each of the following statements about Math, indicate how strongly you agree or disagree.” _x000D_
_x000D_
“This school has clear, predetermined criteria for determining when first grade students no longer need a math intervention.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_
6. Don’t know_x000D_

Question “The next set of questions ask for your background information. What is your gender?”_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question “In what year were you born?”_x000D_
_x000D_
Watermark: “Enter year”

Question “Are you Hispanic or Latino/Latina of any race?”_x000D_
_x000D_
InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which best describes your race?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or Other Pacific Islander_x000D_
5. White_x000D_

Question “What is the highest level of education you have completed?”_x000D_
----_x000D_
1. Did not complete high school_x000D_
2. High school diploma or equivalent/GED_x000D_
3. Some college or technical or vocational school_x000D_
4. Associate’s degree_x000D_
5. Bachelor’s degree_x000D_
6. Master’s degree_x000D_
7. An advanced professional degree beyond a master’s degree (for example, PhD, MD, Ed.D)_x000D_

Question “What is the name of the college or university where you earned your highest degree and where is it located?”

Question "City:"

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark "Select a state"

Question “What was your undergraduate major field(s) of study?”_x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-education major (such as history, English, etc.)_x000D_

Question “What was the major field(s) of study of your highest level graduate degree."_x000D_
_x000D_
InstResp: “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-education major (such as history, English, etc.)_x000D_
6. None of the above_x000D_

Question “Have you ever taken a college course in the following areas?”_x000D_
_x000D_
InstResp “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. English as a Second Language (ESL) or teaching English language learners_x000D_
5. Child development_x000D_
6. Methods of teaching reading/language arts_x000D_
7. Methods of teaching science_x000D_
8. Classroom management_x000D_

Question “In what areas are you certified?_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Elementary education_x000D_
2. Early childhood education_x000D_
3. Special education_x000D_
4. English as a Second Language (ESL) or instruction for English language learners_x000D_
5. I don’t currently hold a teaching certificate in {state}_x000D_
91. Other (Please specify):_x000D_

Question “The next few questions ask about your credentials. Which of the following describes the teaching certificate you currently hold in {state}?”_x000D_
----_x000D_
1. Regular or standard state certificate or advanced professional certificate_x000D_
2. Certificate issued after satisfying all requirements except the completion of a probationary period_x000D_
3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained_x000D_
4. Certificate issued to persons who must complete a certification program in order to continue teaching_x000D_
5. I do not hold any of the above certifications in {state}._x000D_

Question: “Which of the following best describes the type of educator preparation program you participated in while earning your current and initial certification? _x000D_
_x000D_
Traditional four-year program based at an institution of higher education”_x000D_
----_x000D_
1. Current Certification_x000D_
2. Initial Certification_x000D_

Question “Alternative program based at an institution of higher education”_x000D_
----_x000D_
1. Current Certification_x000D_
2. Initial Certification_x000D_

Question “Alternative program not based at an institution of higher education”_x000D_
----_x000D_
1. Current Certification_x000D_
2. Initial Certification_x000D_

Question “Have you taken the exam for National Board for Professional Teaching Standards certification?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What was the result of the National Board for Professional Teaching Standards exam?”_x000D_
----_x000D_
1. Awaiting test results_x000D_
2. Passed_x000D_
3. Have not yet passed_x000D_

Question “The next few questions pertain to your years of experience. Counting this school year, how many years have you worked in your current school, including part time?”
_x000D_
_x000D_
InstResp “Write the number of years to the nearest half year (for example, 2.5, 3.0, 3.5). If this is your first year teaching, write "1.0". Write "0.0" if you have never taught the grade or program listed.”_x000D_
_x000D_
Watermark: “Enter years”

Question “{The next few questions pertain to your years of experience.} Counting this school year, how many total years have you been teaching in any school, including years in which you worked part time?”_x000D_
_x000D_
InstResp “Write the number of years to the nearest half year (for example, 2.5, 3.0, 3.5). If this is your first year teaching, write "1.0". Write "0.0" if you have never taught the grade or program listed.”_x000D_
_x000D_
Watermark: “Enter years”

Question: “Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?_x000D_ _x000D_ InstResp “Write the number of years to the nearest half year (for example, 2.5, 3.0, 3.5). If this is your first year teaching, write "1.0". Write "0.0" if you have never taught the grade or program listed.”_x000D_ _x000D_ “Preschool”_x000D_ _x000D_ Watermark: “Enter years”
Question: “Kindergarten” _x000D_ InstResp “Write the number of years to the nearest full school year. If this is your first year teaching, write "1." Write "0" if you have never taught the grade or program listed.”_x000D_ _x000D_ “Kindergarten”_x000D_ _x000D_ Watermark: “Enter years”
Question “First grade”_x000D_ _x000D_ Watermark “Enter years”
Question “Second grade”_x000D_ _x000D_ Watermark: “Enter years”
Question “Third grade”_x000D_ _x000D_ Watermark: “Enter years”
Question “Fourth grade”_x000D_ _x000D_ Watermark: “Enter years”
Question “Fifth grade”_x000D_ _x000D_ Watermark: “Enter years”
Question: “Sixth grade or higher”_x000D_ _x000D_ Watermark: “Enter years”
Question: “English as a Second Language (ESL), bilingual education, and/or dual language program”_x000D_ _x000D_ Watermark: “Enter years”

Question: “Special education program”_x000D_ _x000D_ Watermark: “Enter years”
Question: “Program for gifted children”_x000D_ _x000D_ Watermark: “Enter years”
Question: “Art or music program”_x000D_ _x000D_ Watermark: “Enter years”
Question: “Physical education program”_x000D_ _x000D_ Watermark: “Enter years”
Question “How long do you plan to continue to teach?”_x000D_ ----_x000D_ 1. As long as I am able_x000D_ 2. Until I am eligible for retirement benefits from this job_x000D_ 3. Until I am eligible for retirement benefits from a previous job_x000D_ 4. Until I am eligible for Social Security benefits_x000D_ 5. Until a specific life event occurs (for example, parenthood, marriage)_x000D_ 6. Until a more desirable job opportunity comes along_x000D_ 7. Definitely plan to leave as soon as I can_x000D_ 8. Undecided at this time_x000D_
Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and return to the MyECLS website. You can then check to see if there are any more surveys assigned to you.”

Construct	Research Question
Class time (full/half day, hours per day, days per week)	T-RQ1
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Number of students who enter or leave during the school year	T-RQ2
Number of students who enter or leave during the school year	T-RQ2
Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2
Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2

Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children tardy or absent on an average day	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness or housing insecurity	T-RQ8
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

Other specify for numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services) Number of students with IEPs or 504 Plans	T-RQ2 T-RQ3
Number of students with IEPs or 504 Plans	T-RQ2 T-RQ3
Number of students with IEPs or 504 Plans	T-RQ2 T-RQ3
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Number of students who enter or leave during the school year	T-RQ2

Number of students who enter or leave during the school year	T-RQ2
Class time (full/half day, hours per day, days per week)	T-RQ1
Class time (full/half day, hours per day, days per week)	T-RQ1
Grade levels of classes the teacher teaches	T-RQ2
Grade levels of classes the teacher teaches	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Number of children in the classroom receiving particular services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2

Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children tardy or absent on an average day	T-RQ2
Number of children tardy or absent on an average day	T-RQ2

Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3

Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Equitable classroom practices	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3

Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3

Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Other specify for languages used in the classroom	T-RQ3

Languages used in the classroom	T-RQ3
Other specify for languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Other speciy for languages used in the classroom	T-RQ3

Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3

Languages used in the classroom	T-RQ3
Other specify for languages used in the classroom	T-RQ1
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3

Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Class organization	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1

Class organization	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
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Use of class time by subject area	T-RQ1

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Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1

Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3

Use of achievement grouping	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3

Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Other specify for additional reading services	T-RQ1 T-RQ3

Additional reading services	T-RQ1 T-RQ3
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
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Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1

Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1

Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
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Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)	T-RQ1
Technology practices	T-RQ1

Instructional activities	T-RQ1
Instructional activities	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1

Class organization	T-RQ1
Class organization	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
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Use of class time by subject area	T-RQ1
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Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3

Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1

Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1

Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Technology in instruction	T-RQ1

Technology in instruction	T-RQ1
Technology in instruction	T-RQ1
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Technology in instruction	T-RQ1
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Technology in instruction	T-RQ1
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Technology in instruction	T-RQ1

Technology in instruction	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1

Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
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Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
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Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3

Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3

Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skils, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Use of homework	T-RQ1

Use of homework	T-RQ1
Use of homework	T-RQ1
Use of homework	T-RQ1
Other specify for use of homework	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1

Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
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Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

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Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Use of homework	T-RQ1
Use of homework	T-RQ1

Use of homework	T-RQ1
Use of homework	T-RQ1
Other specify for use of homework	T-RQ1
Use of homework	T-RQ1
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6

Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6

Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7

Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7

Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7
Use of standardized tests	T-RQ9
Methods of assessing children’s progress	T-RQ9

Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Communication with parents about children’s performance	T-RQ6

Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9

Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9
Methods of assessing children’s progress	T-RQ9

Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9
Frequency of meeting with other teachers and specialists	T-RQ5
Frequency of meeting with other teachers and specialists	T-RQ5

Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

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Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

Professional learning activities on evidence-based practices	T-RQ5
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4

School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
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School climate	T-RQ4

School climate	T-RQ4
School climate	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4

Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4

Teachers’ sense of efficacy	T-RQ4
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Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4

Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4
Teachers’ sense of efficacy	T-RQ4 T-RQ8
Teachers’ sense of efficacy	T-RQ4 T-RQ8

Teachers' sense of efficacy	T-RQ4 T-RQ8
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
School climate	T-RQ4

School climate	T-RQ4
School climate	T-RQ4
Use of formal assessments to ID struggling students	T-RQ9
Use of formal assessments to ID struggling students	T-RQ9

Use of formal assessments to ID struggling students	T-RQ9
Use of formal assessments to ID struggling students	T-RQ9
Use of formal assessments to ID struggling students	T-RQ9

Use of formal assessments to ID struggling students	T-RQ9
Teacher's sex, age, and race/ethnicity	T-RQ4
Teacher's sex, age, and race/ethnicity	T-RQ4
Teacher's sex, age, and race/ethnicity	T-RQ4
Teacher's sex, age, and race/ethnicity	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4

Teacher’s education, including degrees and credentials/licenses	T-RQ4
Type of teaching certification held	T-RQ4
Other specify for type of teaching certification held	T-RQ4
Type of teaching certification held	T-RQ4
Teacher’s education, including degrees and credentials/licenses	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
National Board certification	T-RQ4
National Board certification	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4

Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4

Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Intention to remain in teaching	T-RQ4
Thank you to respondent.	NA

Section	Item #
SPA	1
SPA	1os
SPA	2
SPA	2os
SPA	3a
SPA	3aos

SPA	3b
SPA	3c
SPA	4a
SPA	4b
SPA	4c
SPA	4d
SPA	4e

SPA	4f
SPA	4g
SPA	4h
SPA	5a
SPA	5b
SPA	5c
SPA	5d
SPA	5e

SPA	5f
SPA	5g
SPA	6a
SPA	6b
SPA	7
SPA	8

SPA	9
SPA	9os
SPA	10
SPA	11
SPA	12
SPA	13

SPA 14a

SPA 14b

SPA 14c

SPA 14d

SPA 14e

SPA	14f
SPA	14g
SPA	15a
SPA	15b
SPA	15c

SPA 15d

SPA 15e

SPA 16a

SPA 16b

SPA 16c

SPA 16d

SPA 17

SPA 18

SPA 19

SPA 20

SPA 21

SPA 22

SPA 23a

SPA 23b

SPA 23c

SPA 23d

SPA 23e

SPA 23f

SPA 23g

SPA 24a

SPA 24b

SPA 24c

SPA 24d

SPA 24e

SPA 24f

SPA 24g

SPA 24h

SPA	24i
SPA	24j
SPA	24k
SPA	24l
SPA	T1

SPA	T2a
SPA	T2b
SPA	T2c
SPA	T2d
SPA	T3
SPA	T3OS

SPA	T4a
SPA	T4b
SPA	T6a
SPA	T6b
SPA	T6c

SPA	T6d
SPA	T6e
SPA	T6f
SPA	T7a
SPA	T7b
SPA	T7c

SPA T7d

SPA T7e

SPA T7f

SPA T8a

SPA T8b

SPA T8c

SPA	T8d
SPA	T9a
SPA	T9b
SPA	T9c
SPA	T9d
SPA	T9e

SPA	T9f
SPA	25a
SPA	25b
SPA	25c
SPA	25d

SPA	25e
SPA	25f
SPA	25g
SPA	25h
SPA	26a

SPA 26b

SPA 26c

SPA 27a

SPA 27b

SPA 27c

SPA 28

SPA 29

SPA 30

SPA 31

SPA 32

SPA 33a

SPA 33b

SPA 33c

SPA 34

SPA 35

SPA 36

SPA 37

SPA 38

SPA 39

SPA 39OS

SPA 40a

SPA 40b

SPA 41

SPA 42

SPA 43

SPA 44

SPA 45

SPA 46

SPA 47

SPA 47

Item Wording
Question: “The first several questions pertain to your roles and responsibilities. Which of the following best describes your current position in this school?”_x000D_ ----_x000D_ 1. Special education teacher_x000D_ 2. Special education teacher consultant_x000D_ 3. General education teacher_x000D_ 4. Special education classroom aide_x000D_ 5. Speech-language pathologist_x000D_ 6. Physical therapist_x000D_ 7. Physical therapy assistant or aide_x000D_ 8. Occupational therapist_x000D_ 9. Occupational therapy assistant or aide_x000D_ 10. School psychologist_x000D_ 11. School counselor_x000D_ 12. School social worker_x000D_ 91. Other (Please specify):_x000D_
Question: “How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?”_x000D_ ----_x000D_ 1. Regular full-time teacher or service provider_x000D_ 2. Regular part-time teacher or service provider_x000D_ 3. Itinerant teacher or service provider (i.e., your assignment requires you to provide instruction or related services at more than one school)_x000D_ 4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)_x000D_ 5. Teacher aide_x000D_ 91. Other (Please specify):_x000D_
Question: “Which of the following describes your job teaching/serving students with disabilities?” If you teach/serve students with disabilities in two half-day sessions, please select “full day.”_x000D_ ----_x000D_ 1. Full-day_x000D_ 2. Half-day_x000D_ 91. Other (Please specify):_x000D_

Question: “As of today's date, how many children with and without IEPs do you {teach/serve}?
_x000D_
_x000D_
“With IEPs”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “Without IEPs”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “As of today's date, how many children that you {teach/serve} are the following ages?
_x000D_
_x000D_
3 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “4 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “5 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “6 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “7 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “8 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “9 years old or older”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question: “You entered that you have a total of {NUMBER} children. Is this correct?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How many of the children with IEPs that you {teach/serve} belong to each of the following racial-ethnic groups?” _x000D_
_x000D_
InstResp: Please count each child only once. Hispanic children should only be counted in the Hispanic or Latino/Latina category regardless of race._x000D_
_x000D_
“Hispanic or Latino/Latina of any race”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “American Indian or Alaska Native, non-Hispanic” _x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Asian, non-Hispanic” _x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Black or African American, non-Hispanic”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Native Hawaiian or Other Pacific Islander, non-Hispanic” _x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “White, non-Hispanic” _x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Two or more races, non-Hispanic” _x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “As of today's date, how many boys and girls with IEPs do you {teach/serve}?_x000D_
_x000D_
Number of boys_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Number of girls”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How many of the students with IEPs that you {teach/serve} are English language learners (ELLs)?”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “During the school year, how many children with IEPs have you worked with or provided services for, on average, each week? (Include children you work with directly, as well as children for whom you consult with the general education teacher and/or another special education teacher or service provider.)”_x000D_
----_x000D_
1. None_x000D_
2. 1-10_x000D_
3. 11-20_x000D_
4. 21-40_x000D_
5. More than 40_x000D_

Question “During this school year, where have you worked with children with IEPs?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. In a general education classroom_x000D_
2. In a special education classroom_x000D_
3. In a non-classroom space (e.g., office, therapy room, small work space, mobile van)_x000D_
4. In a location outside the school setting (e.g., a child’s home, a private clinic)_x000D_
91. Other (Please specify):_x000D_

Question “For how many students do you serve as case manager?”_x000D_
----_x000D_
1. None_x000D_
2. 1-10_x000D_
3. 11-20_x000D_
4. 21-40_x000D_
5. More than 40_x000D_

Question “Please indicate the extent to which you agree or disagree with the following statement. I am satisfied with my class size or caseload.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The next few questions are about students’ classroom behavior. How often does disruptive student behavior interfere with your instruction?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_
----_x000D_
1. Less than ½ hour_x000D_
2. ½ hour to less than 1 hour_x000D_
3. 1 to less than ½ hours_x000D_
4. 1 ½ to less than 2 hours_x000D_
5. 2 to less than 2 ½ hours_x000D_
6. 2 ½ hours to less than 3 hours_x000D_
7. 3 hours or more a day_x000D_

Question: “The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching in your classes?_x000D_
_x000D_
Classroom routines/Routines} are consistently implemented.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Expectations of students are clearly communicated in positive terms.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “You gain the attention of all students before beginning of a lesson.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “You solicit both group and individual responses to questions.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “You provide all students with individual opportunities to respond to questions.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “There is a system for documenting and rewarding appropriate student behavior.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “You use a continuum of consequences to discourage inappropriate student behavior.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “How strongly do you agree or disagree that you teach the following social and emotional competencies to the students you {teach/serve}?_x000D_
_x000D_
Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Self-management (teaching students to regulate emotions and manage daily stressors)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)"_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Responsible decision making (teaching students to identify problems and analyze problems, understand consequences, and take responsibility for their decisions)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “How strongly do you agree or disagree that you utilize the following practices?_x000D_
_x000D_
Display pictures, posters, artwork, and other décor that reflect diverse cultures and ethnic backgrounds”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Ensure that all notices and communications to families and caregivers are written in their language of origin”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Use alternative formats and varied approaches to communicate and share information with families and caregivers”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them in your classes”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “The next questions ask about professional development. In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices for {teaching/serving} students with disabilities?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “In the past 12 months, how many hours did you spend on these activities?”_x000D_
----_x000D_
1. 4 hours or less_x000D_
2. 5-8 hours_x000D_
3. 9-12 hours_x000D_
4. 13-16 hours_x000D_
5. 17-20 hours_x000D_
6. 21-24 hours_x000D_
7. 25-28 hours_x000D_
8. 29-32 hours_x000D_
9. 33 hours or more_x000D_

Question: “Overall, how helpful were these activities to you?"_x000D_
----_x000D_
1. Very unhelpful_x000D_
2. Unhelpful_x000D_
3. Neither unhelpful nor helpful_x000D_
4. Helpful_x000D_
5. Very helpful_x000D_

Question: “To what extent was the professional development you received in the current school year relevant to your role teaching/serving students with disabilities?”_x000D_
----_x000D_
1. Not relevant_x000D_
2. Somewhat relevant_x000D_
3. Relevant_x000D_
4. Very relevant_x000D_

Question: “In the current school year, do you work closely with a master or mentor teacher who was assigned to you by your school or district?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “How frequently do you work with your assigned master or mentor teacher?”_x000D_
----_x000D_
1. At least once a week_x000D_
2. Once or twice a month_x000D_
3. A few times a year_x000D_
4. Once or never_x000D_

Question: “Overall, to what extent did your assigned master or mentor teacher improve your skills in the following areas:_x000D_
_x000D_
Providing large group instruction”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

Question: “Providing small group or one-on-one instruction or therapy”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

Question: “Managing students’ behavior"_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

Question: “Completing paperwork”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

Question: “Conducting student assessments”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

Question: “Finding needed human or material resources”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

Question: “Communicating with parents”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

Question: “Please indicate the extent to which you agree with each of the following statements about your school._x000D_
_x000D_
The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Many of the children I teach are not capable of learning the material I am supposed to teach them.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “I feel accepted and respected as a colleague by most staff members.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Teachers in this school are continually learning and seeking new ideas.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Routine administrative duties and paperwork interfere with my job of teaching.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Parents are supportive of school staff.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “Please indicate the extent to which you agree with each of the following statements about your school. _x000D_
_x000D_
“There is a great deal of cooperative effort among the staff members.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “In this school, staff members are recognized for a job well done.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “The academic standards at this school are too low.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “There is broad agreement among the entire school faculty about the central mission of the school.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “The school administrator sets priorities, makes plans, and sees that they are carried out.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “The school administration's behavior toward the staff is supportive and encouraging.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “The next set of questions pertains to the availability and use of instructional resources and technology. Which of the following statements is true about how well your school system provides you with the instructional resources and materials and other resources you need to {teach/serve} students with IEPs?”_x000D_
----_x000D_
1. I get all the resources I need._x000D_
2. I get most of the resources I need._x000D_
3. I get some of the resources I need._x000D_
4. I don't get any of the resources I need._x000D_

Question “In general, how adequate is each of the following for your students with IEPs?_x000D_
_x000D_
Question “Digital tablets (such as an iPad)”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Visual display technology (for example, Smart Board)”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Computers (with internet access)”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Licensed computer software packages”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Do you implement any of the following technology use practices in {teaching/serving} students with IEPs?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Encourage students to use personal cell phones and/or tablets as tools_x000D_
2. Encourage or require students to use tablets or other digital devices provided by the school as tools_x000D_
3. Encourage or require students to use school computers as tools_x000D_
4. Provide web-based instruction_x000D_
5. Provide blended learning_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “Please report the following about the computers available to your students with IEPs every day. These may include computers that remain in a room or those brought into the room daily._x000D_
_x000D_
Total number of devices”_x000D_
_x000D_
InstResp “Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write “0.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Number with internet access”_x000D_
_x000D_
InstResp “Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write “0.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “How frequently do you or your students use computers (desktop, laptop, or other computer-type devices such as a Chrome Book) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “How frequently do your students use digital cameras (still or video) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

Question: “The next few questions pertain to your beliefs about {teaching/serving} your students. To what extent do you agree with each of the following statements?_x000D_
_x000D_
If I try really hard, I can get through even to the most difficult or unmotivated students.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “If some students in my class are not doing well, I feel that I should change my approach to the subject.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “By trying a different teaching method, I can significantly affect a student’s achievement.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “There is really very little I can do to ensure that most of my students achieve at a high level.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “I work to create lessons so my students will enjoy learning and become independent thinkers.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “I feel sometimes it is a waste of my time to try to do my best as a teacher.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “The attitudes and habits students bring to my class greatly reduce their chances for academic success.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “To what extent do you agree or disagree with each of the following statements as it applies to your instruction?” _x000D_
_x000D_
The amount a student can learn is primarily related to family background.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “If a student did not remember information I gave in a previous lesson, I would know how to increase the student’s retention in the next lesson.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “The next few items are about your job satisfaction. Please indicate the extent to which you agree or disagree with each of the following statements on working with children. _x000D_
_x000D_
I really enjoy my present job.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “I am certain I am making a difference in the lives of the children I work with.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “If I could start over, I would choose this again as my career.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question: “The next set of questions ask for your background information. What is your gender?”_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question: “In what year were you born?” _x000D_
_x000D_
Watermark: “Enter year”

Question: “Are you Hispanic/Latino?”_x000D_
_x000D_
InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “Which of the following best describe(s) your race? _x000D_
_x000D_
InstResp: “Select all that apply.”_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or Other Pacific Islander_x000D_
5. White_x000D_

Question: “What is the highest level of education you have completed?”_x000D_
----_x000D_
1. Did not complete high school_x000D_
2. High school diploma or equivalent/GED_x000D_
3. Some college or technical or vocational school_x000D_
4. Associate’s degree_x000D_
5. Bachelor’s degree_x000D_
6. Master’s degree_x000D_
7. An advanced professional degree beyond a master’s degree (for example, PhD, MD, Ed.D)_x000D_

Question: “What is the name of the college or university where you earned your highest degree and where is it located?”

Question "City:"

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark "Select a state"

Question: “What was your undergraduate major field of study? _x000D_
_x000D_
Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other Education-related Major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-Education Major (such as history, English, etc.)_x000D_

Question: “What was the major field of study of your highest level graduate degree? _x000D_
_x000D_
Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-education major (such as history, English, etc.)_x000D_
6. None of the above_x000D_

Question: “Have you ever taken a college course in the following areas? _x000D_
_x000D_
Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. English as a Second Language (ESL) or teaching English language learners_x000D_
5. Child development_x000D_
6. Methods of teaching reading or language arts_x000D_
7. Methods of teaching mathematics_x000D_
8. Methods of teaching science_x000D_
9. Classroom management_x000D_
10. None of the above_x000D_

Question: “Did any of your {college/college or graduate school} courses address issues related to the following?_x000D_
_x000D_
Select all that apply”_x000D_
----_x000D_
1. Response to Intervention_x000D_
2. Early Intervening Services_x000D_
3. None of the above_x000D_

Question: “The next few questions ask about your credentials. Which of the following describes the teaching certificate you currently hold in {state}?”_x000D_
----_x000D_
1. Regular or standard state certificate or advanced professional certificate_x000D_
2. Certificate issued after satisfying all requirements except the completion of a probationary period_x000D_
3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained_x000D_
4. Certificate issued to persons who must complete a certification program in order to continue teaching_x000D_
5. I do not hold any of the above certifications in {state}._x000D_

Question: “Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?” _x000D_
_x000D_
InstResp “Select all that apply. Do not include academic degrees, such as a Bachelor’s degree, Master’s degree, or Ph.D.”_x000D_
----_x000D_
1. Disability-specific credential_x000D_
2. Special education credential (for more than one disability category)_x000D_
3. Early childhood special education credential_x000D_
4. General education credential_x000D_
5. Speech-language pathology license or credential_x000D_
6. None of the above_x000D_
91. Other professional license, credential or endorsement (Please specify):_x000D_

Question: “Which of the following best describes the type of educator preparation program you participated in while earning your current and initial certification? _x000D_
_x000D_
Initial Certification”_x000D_
----_x000D_
1. Traditional four-year program based at an institution of higher education_x000D_
2. Alternative program based at an institution of higher education_x000D_
3. Alternative program not based at an institution of higher education_x000D_
4. Other preparation program_x000D_

Question: “Current certification”_x000D_
----_x000D_
1. Traditional four-year program based at an institution of higher education_x000D_
2. Alternative program based at an institution of higher education_x000D_
3. Alternative program not based at an institution of higher education_x000D_
4. Other preparation program_x000D_

Question: “Have you taken the exam for National Board for Professional Teaching Standards certification?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question: “What was the result of the National Board for Professional Teaching Standards exam?”_x000D_
----_x000D_
1. Awaiting test results_x000D_
2. Passed_x000D_
3. Have not yet passed_x000D_

Question: “The next few questions pertain to your years of experience. Counting this school year, how many years have you worked in your current school, including part time?” _x000D_
_x000D_
InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.”_x000D_
_x000D_
Watermark: “Enter years”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other Education-related Major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-Education Major (such as history, English, etc.)_x000D_

Question: “{The next few questions pertain to your years of experience.} Counting this school year, how many total years have you been working with children receiving special education or related services in any school, including years in which you worked part time?”_x000D_
_x000D_
InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.”_x000D_
_x000D_
Watermark: “Enter years”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other Education-related Major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-Education Major (such as history, English, etc.)_x000D_

Question: “Counting this school year, how many total years have you been working with children in any school, including years in which you worked part time? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children.”_x000D_
_x000D_
InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.""_x000D_
_x000D_
Watermark: “Enter years”

Question: “How long do you plan to continue to teach or provide related services?”_x000D_
----_x000D_
1. As long as I am able_x000D_
2. Until I am eligible for retirement benefits from this job_x000D_
3. Until I am eligible for retirement benefits from a previous job_x000D_
4. Until I am eligible for Social Security benefits_x000D_
5. Until a specific life event occurs (e.g., parenthood, marriage)_x000D_
6. Until a more desirable job opportunity comes along_x000D_
7. Definitely plan to leave as soon as I can_x000D_
8. Undecided at this time_x000D_

Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you.”

Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you.”

Construct	Research Question
Teacher or service provider's position or assignment	SE-RQ1
Other specify text for teacher or service provider's position or assignment	SE-RQ1
Teacher or service provider's position or assignment	SE-RQ1
Other specify text for teacher or service provider's position or assignment	SE-RQ1
Teacher or service provider's position or assignment	SE-RQ1
Other specify text for teacher or service provider's caseload	SE-RQ1

Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
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Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1

Location of services and inclusion	SE-RQ3 and SE-RQ5
Other specify text for location of services and inclusion	SE-RQ3 and SE-RQ5
Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
Job satisfaction and self-efficacy	SE-RQ7
Job satisfaction and self-efficacy	SE-RQ7

Instructional practices and resources	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7

Instructional practices and resources	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7

Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7

Teaching methods and materials	SE-RQ3 and SE-RQ7
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
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Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
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Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Instructional and technology resources	SE-RQ7

Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7
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Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7
Other specify text for instructional and technology resources	SE-RQ7

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Instructional and technology resources	SE-RQ7

Instructional and technology resources	SE-RQ7
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
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Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6

Teacher or service provider's sex	SE-RQ6
Teacher or service providers' age	SE-RQ6
Teacher or service provider's race/ethnicity	SE-RQ6
Teacher or service provider's race/ethnicity	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
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Teacher or service provider's education	SE-RQ6
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Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Other specify text for teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's years of experience	SE-RQ6

Teacher or service provider's years of experience	SE-RQ6
Teachers' experience	SE-RQ6
Job satisfaction and self-efficiacy	SE-RQ6
NA	NA

Section	Item #	Item Wording
SPA		Question “The first several questions pertain to your roles and responsibilities. Which of the following best describes your current position in this school?”_x000D_ ----_x000D_ 1. Special education teacher_x000D_ 2. Special education teacher consultant_x000D_ 3. General education teacher_x000D_ 4. Special education classroom aide_x000D_ 5. Speech-language pathologist_x000D_ 6. Physical therapist_x000D_ 7. Physical therapy assistant or aide_x000D_ 8. Occupational therapist_x000D_ 9. Occupational therapy assistant or aide_x000D_ 10. School psychologist_x000D_ 11. School counselor_x000D_ 12. School social worker_x000D_ 91. Other (Please specify):_x000D_
	1	
SPA		
	1OS	
SPA		Question “How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?”_x000D_ ----_x000D_ 1. Regular full-time teacher or service provider_x000D_ 2. Regular part-time teacher or service provider_x000D_ 3. Itinerant teacher or service provider (i.e., your assignment requires you to provide instruction or related services at more than one school)_x000D_ 4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)_x000D_ 5. Teacher aide_x000D_ 91. Other (Please specify):_x000D_
	2	
SPA		
	2OS	

SPA

Question “In what grade levels are the students you {teach/serve}? _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Pre-kindergarten_x000D_
2. Transitional kindergarten_x000D_
3. Kindergarten_x000D_
4. Transitional first grade_x000D_
5. First grade_x000D_
6. Second grade_x000D_
7. Third grade_x000D_
8. Fourth grade_x000D_
9. Fifth grade or higher_x000D_

3a

SPA

Question “As of today's date, how many children with and without IEPs do you {teach/serve}?_x000D_
_x000D_
“With IEPs””_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

3b

SPA

Question “Without IEPs”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

3c

SPA

Question “As of today's date, how many children with IEPs that you {teach/serve} are the following ages?_x000D_
_x000D_
3 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

4a

SPA

Question “4 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

4b

SPA

Question “5 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

4c

SPA

Question “6 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

4d

SPA

Question “7 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

4e

SPA

Question “8 years old”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

4f

SPA

Question “9 years old or older”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

4g

SPA

Question “You entered that you {teach/serve} a total of {NUMBER} children with IEPs. Is this correct?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

4h

SPA

Question “How many of the children with IEPs that you {teach/serve} belong to each of the following racial-ethnic groups?”_x000D_
_x000D_
InstResp: Please count each child only once. Hispanic children should only be counted in the Hispanic or Latino/Latina category regardless of race._x000D_
_x000D_
“Hispanic or Latino/Latina of any race”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

5a

SPA

Question “American Indian or Alaska Native, non-Hispanic”
_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

5b

SPA		Question “Asian, non-Hispanic” _x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
	5c	
SPA		Question “Black or African American, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
	5d	
SPA		Question “Native Hawaiian or Other Pacific Islander, non-Hispanic” _x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
	5e	
SPA		Question “White, non-Hispanic” _x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
	5f	
SPA		Question “Two or more races, non-Hispanic” _x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
	5g	
SPA		Question “As of today's date, how many boys and girls with IEPs do you {teach/serve}? _x000D_ _x000D_ Number of boys”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
	6a	
SPA		Question “Number of girls”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
	6b	

SPA

Question “How many of the students with IEPs that you {teach/serve} are English language learners (ELLs)?”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

7

SPA

Question “During the school year, how many children with IEPs have you worked with or provided services for, on average, each week? (Include children you work with directly, as well as children for whom you consult with the general education teacher and/or another special education teacher or service provider.)”_x000D_
----_x000D_
1. None_x000D_
2. 1-10_x000D_
3. 11-20_x000D_
4. 21-40_x000D_
5. More than 40_x000D_

8

SPA

Question “During this school year, where have you worked with children with IEPs?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. In a general education classroom_x000D_
2. In a special education classroom_x000D_
3. In a non-classroom space (for example, office, therapy room, small work space, mobile van, etc.)_x000D_
4. In a location outside the school setting (for example, a child’s home, a private clinic)_x000D_
91. Other (Please specify):_x000D_

9

SPA

9OS

SPA

Question “For how many students with IEPs do you serve as case manager?”_x000D_
----_x000D_
1. None_x000D_
2. 1-10_x000D_
3. 11-20_x000D_
4. 21-40_x000D_
5. More than 40_x000D_

10

SPA

Question “Please indicate the extent to which you agree or disagree with the following statement. _x000D_
_x000D_
I am satisfied with my class size or caseload (that is, the total number of students you {teach/serve}).”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

11

SPA

Question “The next few questions are about students’ classroom behavior. How often does disruptive student behavior interfere with your instruction?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

12

SPA

Question “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_
----_x000D_
1. Less than ½ hour_x000D_
2. ½ hour to less than 1 hour_x000D_
3. 1 to less than ½ hours_x000D_
4. 1 ½ to less than 2 hours_x000D_
5. 2 to less than 2 ½ hours_x000D_
6. 2 ½ hours to less than 3 hours_x000D_
7. 3 hours or more_x000D_

13

SPA

Question “The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching?_x000D_
_x000D_
{Classroom routines/Routines} are consistently implemented.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

14a

SPA

Question “Expectations of students are clearly communicated in positive terms.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

14b

SPA

Question “You gain the attention of all students before beginning a lesson.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

14c

SPA

Question “You solicit both group and individual responses to questions.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

14d

SPA

Question “You provide all students with individual opportunities to respond to questions.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

14e

SPA

Question “There is a system for documenting and rewarding appropriate student behavior.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

14f

SPA

Question “You use a continuum of consequences to discourage inappropriate student behavior.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

14g

SPA

Question “How strongly do you agree or disagree that you teach the following social and emotional competencies to the students you {teach/serve}?_x000D_
_x000D_
Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

15a

SPA

Question “Self-management (teaching students to regulate emotions and manage daily stressors)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

15b

SPA

Question “Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

15c

SPA

Question “Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

15d

SPA

Question “Responsible decision making (teaching students to identify and analyze problems, understand consequences, and take responsibility for their decisions)”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

15e

SPA

Question “How strongly do you agree or disagree that you utilize the following practices?_x000D_
_x000D_
Display pictures, posters, artwork, and other décor that reflect diverse cultures and ethnic backgrounds”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

16a

SPA

Question “Ensure that all notices and communications to families and caregivers are written in their language of origin”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

16b

SPA

Question “Use alternative formats and varied approaches to communicate and share information with families and caregivers”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

16c

SPA

Question “Screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them with students”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

16d

SPA

Question “The next questions ask about professional development. In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices for {teaching/serving} students with disabilities?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

17

SPA

Question “In the past 12 months, how many hours did you spend on these activities?”_x000D_
----_x000D_
1. 4 hours or less_x000D_
2. 5-8 hours_x000D_
3. 9-12 hours_x000D_
4. 13-16 hours_x000D_
5. 17-20 hours_x000D_
6. 21-24 hours_x000D_
7. 25-28 hours_x000D_
8. 29-32 hours_x000D_
9. 33 hours or more_x000D_

18

SPA

Question “Overall, how helpful were these activities to you?”_x000D_
----_x000D_
1. Very unhelpful_x000D_
2. Unhelpful_x000D_
3. Neither unhelpful nor helpful_x000D_
4. Helpful_x000D_
5. Very helpful_x000D_

19

SPA

Question “To what extent was the professional development you received in the past 12 months relevant to your role {teaching/serving} students with disabilities?”_x000D_
----_x000D_
1. Not relevant_x000D_
2. Somewhat relevant_x000D_
3. Relevant_x000D_
4. Very relevant_x000D_

20

SPA

Question “In the current school year, do you work closely with a master or mentor teacher who was assigned to you by your school or district?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

21

SPA

Question “How frequently do you work with your assigned master or mentor teacher?”_x000D_
----_x000D_
1. At least once a week_x000D_
2. Once or twice a month_x000D_
3. A few times a year_x000D_
4. Once or never_x000D_

22

SPA

Question “Overall, to what extent did your assigned master or mentor teacher improve your skills in the following areas:_x000D_
_x000D_
Providing large group instruction”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

23a

SPA

Question “Providing small group or one-on-one instruction or therapy”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

23b

SPA

Question “Managing students’ behavior”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

23c

SPA

Question “Completing paperwork”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

23d

SPA

Question “Conducting student assessments”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

23e

SPA

Question “Finding needed human or material resources”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

23f

SPA

Question “Communicating with parents”_x000D_
----_x000D_
1. Not at all_x000D_
2. To a small extent_x000D_
3. To a moderate extent_x000D_
4. To a great extent_x000D_
5. Not applicable/not part of my work responsibility_x000D_

23g

SPA

Question “Please indicate the extent to which you agree with each of the following statements about your school. _x000D_
_x000D_
The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24a

SPA

Question “Many of the children I teach are not capable of learning the material I am supposed to teach them.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24b

SPA

Question “I feel accepted and respected as a colleague by most staff members.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24c

SPA

Question “Teachers in this school are continually learning and seeking new ideas.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24d

SPA

Question “Routine administrative duties and paperwork interfere with my job of teaching.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24e

SPA

Question “Parents are supportive of school staff.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24f

SPA

Question “Please indicate the extent to which you agree with each of the following statements about your school._x000D_
_x000D_
“There is a great deal of cooperative effort among the staff members.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24g

SPA

Question “In this school, staff members are recognized for a job well done.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24h

SPA

Question “The academic standards at this school are too low.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

24i

SPA		uestion “There is broad agreement among the entire school faculty about the central mission of the school.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
	24j	
SPA		Question “The school administrator sets priorities, makes plans, and sees that they are carried out.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
	24k	
SPA		Question “The school administration's behavior toward the staff is supportive and encouraging.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
	24l	
SPA		Question “The next set of questions pertains to the availability and use of instructional resources and technology. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to {teach/serve} students with IEPs?”_x000D_ ----_x000D_ 1. I get all the resources I need._x000D_ 2. I get most of the resources I need._x000D_ 3. I get some of the resources I need._x000D_ 4. I don't get any of the resources I need._x000D_
	T1	

SPA

Question “In general, how adequate is each of the following for your students with IEPs?_x000D_
_x000D_
Digital tablets (such as an iPad)”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

T2a

SPA

Question “Visual display technology (for example, Smart Board)”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

T2b

SPA

Question “Computers (with internet access)”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

T2c

SPA

Question “Licensed computer software packages”_x000D_
----_x000D_
1. I don’t use these with my students._x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

T2d

SPA

Question “Do you implement any of the following technology use practices in {teaching/serving} students with IEPs?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Encourage students to use personal cell phones and/or tablets as tools_x000D_
2. Encourage or require students to use tablets or other digital devices provided by the school as tools_x000D_
3. Encourage or require students to use school computers as tools_x000D_
4. Provide web-based instruction_x000D_
5. Provide blended learning_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

T3

SPA

T3OS

SPA

Question “Please report the following about the computers available to your students with IEPs every day. These may include computers that remain in a room or those brought into the room daily._x000D_
_x000D_
Total number of devices”_x000D_
_x000D_
InstResp “Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write “0.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

T4a

SPA

Number with internet access”_x000D_
_x000D_
InstResp “Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write “0.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

T4b

SPA

Question “How frequently do you or your students use computers (desktop, laptop, or other computer-type devices such as a Chrome Book) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T6a

SPA

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T6b

SPA

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T6c

SPA

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T6d

SPA

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T6e

SPA

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T6f

SPA

Question “How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T7a

SPA

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T7b

SPA

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T7c

SPA

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T7d

SPA

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T7e

SPA

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T7f

SPA

Question “How frequently do your students use digital cameras (still or video) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T8a

SPA

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T8b

SPA

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T8c

SPA

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T8d

SPA

Question “How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?_x000D_
_x000D_
Daily assignments”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T9a

SPA

Question “Internet research”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T9b

SPA

Question “Special projects”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T9c

SPA

Question “Presentations”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T9d

SPA

Question “Homework”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T9e

SPA

Question “Accessing digital resources available through the district (intranet)”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Not applicable to my role_x000D_

T9f

SPA

Question “The next few questions pertain to your beliefs about {teaching/serving} your students. To what extent do you agree with each of the following statements? _x000D_
_x000D_
If I try really hard, I can get through even to the most difficult or unmotivated students.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25a

SPA

Question “If some students in my class are not doing well, I feel that I should change my approach to the subject.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25b

SPA

Question “By trying a different teaching method, I can significantly affect a student’s achievement.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25c

SPA

Question “There is really very little I can do to ensure that most of my students achieve at a high level.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25d

SPA

Question “I work to create lessons so my students will enjoy learning and become independent thinkers.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25e

SPA

Question “I feel sometimes it is a waste of my time to try to do my best as a teacher.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25f

SPA

Question “The attitudes and habits students bring to my class greatly reduce their chances for academic success.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25g

SPA

Question “My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

25h

SPA

Question “To what extent do you agree or disagree with each of the following statements as it applies to your instruction? _x000D_
_x000D_
The amount a student can learn is primarily related to family background.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

26a

SPA

Question “If a student did not remember information I gave in a previous lesson, I would know how to increase the student’s retention in the next lesson.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

26b

SPA

Question “If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

26c

SPA

Question “The next few items are about your job satisfaction. Please indicate the extent to which you agree or disagree with each of the following statements on working with children. _x000D_
_x000D_
I really enjoy my present job.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

27a

SPA

Question “I am certain I am making a difference in the lives of the children I work with.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

27b

SPA

Question “If I could start over, I would choose this again as my career.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither disagree nor agree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

27c

SPA

Question “The next set of questions ask for your background information. What is your gender?”_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

28

SPA

Question “In what year were you born?” _x000D_
_x000D_
Watermark: “Enter year”

29

SPA

Question “Are you Hispanic or Latino/Latina?”_x000D_
_x000D_
InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

30

SPA

Question “Which best describes your race?” _x000D_
_x000D_
InstResp: “Select all that apply.”_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or Other Pacific Islander_x000D_
5. White_x000D_

31

SPA

Question “What is the highest level of education you have completed?”_x000D_
----_x000D_
1. Did not complete high school_x000D_
2. High school diploma or equivalent/GED_x000D_
3. Some college or technical or vocational school_x000D_
4. Associate’s degree_x000D_
5. Bachelor’s degree_x000D_
6. Master’s degree_x000D_
7. An advanced professional degree beyond a master’s degree (for example, PhD, MD, Ed.D)_x000D_

32

SPA

Question “What is the name of the college or university where you earned your highest degree and where is it located?”

33a

SPA

33b

Question "City:"

SPA

Question "State:"_x000D_
_x000D_
InstResp “Please select a state, district, or territory.”_x000D_
_x000D_
Watermark "Select a state"

33c

SPA

Question “What was your undergraduate major field of study?"_x000D_
_x000D_
InstResp: “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-education major (such as history, English, etc.)_x000D_

34

SPA

Question: “What was the major field of study of your highest level graduate degree?"_x000D_
_x000D_
InstResp: “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_
5. Non-education major (such as history, English, etc.)_x000D_
6. None of the above_x000D_

35

SPA

Question “Have you ever taken a college course in the following areas?"_x000D_
_x000D_
InstResp: “Select all that apply”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Special education_x000D_
4. English as a Second Language (ESL) or teaching English language learners_x000D_
5. Child development_x000D_
6. Methods of teaching reading or language arts_x000D_
7. Methods of teaching mathematics_x000D_
8. Methods of teaching science_x000D_
9. Classroom management_x000D_
10. None of the above_x000D_

36

SPA

Question “Did any of your {college/college or graduate school} courses address issues related to the following?”_x000D_
_x000D_
InstResp: “Select all that apply”_x000D_
----_x000D_
1. Response to Intervention_x000D_
2. Early Intervening Services_x000D_
3. None of the above_x000D_

37

SPA

Question “The next few questions ask about your credentials. Which of the following describes the teaching certificate you currently hold in {state}?”_x000D_
----_x000D_
1. Regular or standard state certificate or advanced professional certificate_x000D_
2. Certificate issued after satisfying all requirements except the completion of a probationary period_x000D_
3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained_x000D_
4. Certificate issued to persons who must complete a certification program in order to continue teaching_x000D_
5. I do not hold any of the above certifications in {state}._x000D_

38

SPA		Question “Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?” _x000D_ _x000D_ InstResp “Select all that apply. Do not include academic degrees, such as a Bachelor’s degree, Master’s degree, or Ph.D.”_x000D_ ----_x000D_ 1. Disability-specific credential_x000D_ 2. Special education credential (for more than one disability category)_x000D_ 3. Early childhood special education credential_x000D_ 4. General education credential_x000D_ 5. Speech-language pathology license or credential_x000D_ 6. Do not have a credential, license, or certificate_x000D_ 91. Other professional license, credential or endorsement (Please specify):_x000D_
	39	
SPA		
	39OS	
SPA		Question “Which of the following best describes the type of educator preparation program you participated in while earning your current and initial certification? _x000D_ _x000D_ Initial Certification”_x000D_ ----_x000D_ 1. Traditional four-year program based at an institution of higher education_x000D_ 2. Alternative program based at an institution of higher education_x000D_ 3. Alternative program not based at an institution of higher education_x000D_ 4. Other preparation program_x000D_
	40a	
SPA		Question “Current certification”_x000D_ ----_x000D_ 1. Traditional four-year program based at an institution of higher education_x000D_ 2. Alternative program based at an institution of higher education_x000D_ 3. Alternative program not based at an institution of higher education_x000D_ 4. Other preparation program_x000D_
	40b	

SPA

Question “Have you taken the exam for National Board for Professional Teaching Standards certification?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

41

SPA

Question “What was the result of the National Board for Professional Teaching Standards exam?”_x000D_
----_x000D_
1. Awaiting test results_x000D_
2. Passed_x000D_
3. Have not yet passed_x000D_

42

SPA

Question “The next few questions pertain to your years of experience. Counting this school year, how many years have you worked in your current school, including part time?”
_x000D_
_x000D_
InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.""_x000D_
_x000D_
Watermark: “Enter years”

43

SPA

Question “{The next few questions pertain to your years of experience.} Counting this school year, how many total years have you been working with children receiving special education or related services in any school, including years in which you worked part time?”_x000D_
_x000D_
InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.""_x000D_
_x000D_
Watermark: “Enter years”

44

SPA

Question “Counting this school year, how many total years have you been working with children in any school, including years in which you worked part time? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children.”_x000D_
_x000D_
InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.""_x000D_
_x000D_
Watermark: “Enter years”

45

SPA		Question “How long do you plan to continue to teach or provide related services?”_x000D_ ----_x000D_ 1. As long as I am able_x000D_ 2. Until I am eligible for retirement benefits from this job_x000D_ 3. Until I am eligible for retirement benefits from a previous job_x000D_ 4. Until I am eligible for Social Security benefits_x000D_ 5. Until a specific life event occurs (for example, parenthood, marriage_x000D_ 6. Until a more desirable job opportunity comes along_x000D_ 7. Definitely plan to leave as soon as I can_x000D_ 8. Undecided at this time_x000D_
	46	
SPA		Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you.”
	47	

Construct
Teacher or service provider's position or assignment
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Teachers' position or assignment
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Job satisfaction and self-efficacy
Job satisfaction and self-efficacy
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Teacher or service providers' age
Teacher or service provider's race/ethnicity
Teachers' demographics

Teacher or service provider's education

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Teachers' education

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Job satisfaction and self-efficiacy
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Research Question
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Section	Item #
ARC	ARC001a
ARC	ARC001b

ARC	ARC005a
ARC	ARC005b
ARC	ARC005c

ARC	ARC005d
ARC	ARC005e
ARC	ARC005f
ARC	ARC005g

ARC	ARC005h
ARC	ARC005i
ARC	ARC005j
ARC	ARC005k
ARC	ARC005l

ARC	ARC005m
ARC	ARC005n
ARC	ARC005o
ARC	ARC010a

ARC	ARC010b
ARC	ARC010c
ARC	ARC010d
ARC	ARC010e

ARC	ARC010f
ARC	ARC010g
ARC	ARC010h
ARC	ARC010i

ARC	ARC015a
ARC	ARC015b
ARC	ARC015c
ARC	ARC015d

ARC	ARC015e
ARC	ARC015f
ARC	ARC015g
ARC	ARC015h

ARC	ARC015i
ARC	ARC015j
ELC	ELC005
ELC	ELC010

ELC	ELC015
ELC	ELC020
ELC	ELC025
ELC	ELC030
ELC	ELC035

ELC	ELC040
ELC	ELC045
ELC	ELC050
ELC	ELC055
ELC	ELC060

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ELC	ELC110

ELC	ELC115
ELC	ELC120
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ELC	ELC130
ELC	ELC135

ELC	ELC140
ELC	ELC145
ELC	ELC200
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SSC	SSC019
SSC	SSC020
SSC	SSC021
SSC	SSC022
BRC	BRC001

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BRC	BRC003
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SLC	SLC006
SLC	SLC007
SPC	SPC001
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SPC	SPC003

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SIC	SIC006

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Item Wording
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}. _x000D_ _x000D_ •This is NOT a test and should NOT be administered directly to the child. _x000D_ _x000D_ •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._x000D_ _x000D_ •Rate {CHILD} compared to other children of the same age level. Please consider the full range of ratings when answering. _x000D_ _x000D_ Please press the Next button to continue.”
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._x000D_ _x000D_ Not yet = Child has not yet demonstrated skill, knowledge, or behavior._x000D_ _x000D_ Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently._x000D_ _x000D_ In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence._x000D_ _x000D_ Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient._x000D_ _x000D_ Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently._x000D_ _x000D_ Not applicable or Skill not yet taught = Skill, knowledge, or behavior has not been introduced in classroom setting._x000D_ _x000D_ 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._x000D_ _x000D_ 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._x000D_ _x000D_ Please press the Next button to continue.”

Question “First, please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.” _x000D_
_x000D_
InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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”).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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?"_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Easily and quickly names all upper- and lower-case letters of the alphabet."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Predicts what will happen next in stories by using the pictures and storyline for clues."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Reads simple books independently – for example, reads books with a repetitive language pattern."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Composes simple stories – for example, by writing about a personal experience in a journal."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Next, please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE. _x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Now, please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING._x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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)."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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?”"_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school._x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
Recalls and communicates personal experiences {he/she} has had to peers in a logical way.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Answers questions that are not just an explicit recall of facts but that require some higher-level thinking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Is a good listener in conversations with peers.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses a varied vocabulary in spoken language.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Responds to questions in a thoughtful way that makes sense.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses grammatically correct sentences when speaking.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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”).”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Asks on-topic questions that are relevant to the discussion in the classroom.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Is a good listener in conversations with adults.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Instructs peers in tasks which need to be done in a certain order.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses academic language learned in the classroom when speaking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses language effectively to initiate appropriate interactions with other children.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Tries repeatedly to communicate information which has not been understood.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses evidence from a text or word problem to support {his/her} answer.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.””_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Asks questions about information which is unclear to {him/her}.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Shows understanding of spoken instructions and daily conversations.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Tries out new words (for example, heard in stories or from teacher) when speaking.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses language effectively to initiate appropriate interactions with adults.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Relates and communicates personal experiences in a logical way or “in a way that makes sense.””_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.””_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Maintains a conversation with others that has at least three conversational turns focused on a single topic.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Actively contributes within a classroom discussion.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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)?”_x000D_
_x000D_
InstResp “Select only one.”_x000D_
----_x000D_
1. Scribbling_x000D_
2. Drawing a picture_x000D_
3. Can copy {his/her} name_x000D_
4. Can copy sentences from the board_x000D_
5. Write {his/her} name without copying_x000D_
6. Can write most letters when asked to write the letter_x000D_
7. Write initial sounds for many words_x000D_
8. Write simple 2-4 letter words with invented spelling_x000D_
9. Write multi-syllabic words with invented spelling with most sounds represented_x000D_
10. Compose and write a full sentence with invented spelling with most sounds represented_x000D_
11. Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented_x000D_
91. Other (Please specify):_x000D_

Question “How much does {CHILD} enjoy writing?”_x000D_
----_x000D_
1. Not at all_x000D_
2. A little bit_x000D_
3. Somewhat_x000D_
4. Quite a bit_x000D_
5. Very much_x000D_

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. _x000D_
_x000D_
Fights with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Withdraws from others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Acts lonely.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Gets angry easily.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Disturbs ongoing activities.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Keeps belongings organized.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Says bad things about self.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Shows eagerness to learn new things.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Works independently.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts impulsively.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Argues with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Easily adapts to changes in routines.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts sad or depressed.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Persists in completing tasks.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Pays attention well.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Follows classroom rules.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Is aggressive toward people or objects."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Disobeys rules or requests.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Gets embarrassed easily.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Has low energy or is lethargic.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts anxious with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Talks during quiet study time.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

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._x000D_
_x000D_
Observes rules and follows directions without requiring repeated reminders.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Completes tasks successfully.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Attempts new challenging tasks.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Concentrates when working on a task; is not easily distracted by surrounding activities.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Responds to instructions and then begins an appropriate task without being reminded.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Takes time to do {his/her} best on a task.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Finds and organizes materials and works in an appropriate place when activities are initiated.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Sees own errors in a task and corrects them.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Returns to unfinished tasks after interruption.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

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.”_x000D_
_x000D_
When practicing an activity, has a hard time keeping {her/his} mind on it.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Will move from one task to another without completing any of them.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “When drawing or coloring in a book, shows strong concentration.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Is easily distracted when listening to a story.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Sometimes becomes absorbed in a picture book and looks at it for a long time.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Can wait before entering into new activities if {he/she} is asked to.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Plans for new activities or changes in routine to make sure {he/she} has what will be needed.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Has trouble sitting still when {he/she} is told to (story time, etc.).”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Is good at following instructions.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Approaches places that {he/she} thinks might be "risky" slowly and cautiously.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Can easily stop an activity when {he/she} is told "no."”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Please indicate how often each of these items applies to {CHILD}. _x000D_
_x000D_
Likes to come to school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Dislikes school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Has fun at school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Likes being in school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Seems unhappy in school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Enjoys most classroom activities.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Groans or complains about suggested activities.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Please read the statements below and indicate how often each applies to {CHILD}’s behaviors observed across the past month. _x000D_
_x000D_
Shows a basic understanding of the relationship between cause and effect (for example, child moves a cup that is about to be knocked over).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Compares new task or problem to previous one in terms of what solution worked and what did not.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Develops plan of action after considering the possible consequences.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Verbalizes the possible consequences of a particular act or event (for example, “If I take his ball, then he may cry.”).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Self-corrects errors while working on projects or activities.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

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.”).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Changes strategies when one solution to a problem doesn’t work.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Teaches another child a new task or skill.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Maintains an essential role when participating in a small group activity (for example, other children depend on this child for direction).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Communicates that problems may have more than one acceptable solution.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers. _x000D_
_x000D_
Seems concerned when other children are distressed."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is not chosen as playmate by peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Peers avoid this child."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is kind toward peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is excluded from peers’ activities."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is cooperative with peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Shows concern for moral issues (for example, fairness, welfare of others)."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is ignored by peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Offers help or comfort when other children are upset."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “In what type of program is {CHILD} enrolled?"_x000D_
----_x000D_
1. Full-day program_x000D_
2. Morning part-day program_x000D_
3. Afternoon part-day program_x000D_

Question “Is the 2021-22 school year {CHILD}’s …?”_x000D_
_x000D_
InstResp “Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade.”_x000D_
----_x000D_
1. First year in kindergarten_x000D_
2. Second year in kindergarten_x000D_
3. Third year or more in kindergarten_x000D_

Question “How often does {CHILD} wear eye glasses or contact lenses in the classroom?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question “How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}’s class?”_x000D_
----_x000D_
1. I do not use instructional groups for reading_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question “In which reading instructional group is {CHILD} currently placed?”_x000D_
_x000D_
InstResp “Use “1” for the highest instructional group. Enter in the number of the child’s instructional group below.”

Question “How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?”_x000D_
----_x000D_
1. I do not use instructional groups for mathematics_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question “In which mathematics instructional group is {CHILD} currently placed?”_x000D_
_x000D_
InstResp “Use “1” for the highest instructional group. Enter in the number of the child’s instructional group below.”

Question “Are you {CHILD}’s primary teacher in the following subject areas?“_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Reading/Language Arts_x000D_
2. Mathematics_x000D_
3. Science_x000D_
4. Social Studies_x000D_

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.”

Construct	Research Question
Introduction	NA
Introduction	NA

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Other specific for Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Kindergarten program type	T-RQ1, T-RQ2
Child's retention status	T-RQ1, T-RQ2
Testing accommodations and participation	T-RQ2
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9

Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Teacher's subject-area teaching assignment for child	T-RQ1, T-RQ2, T-RQ3
Thank you to respondent	NA

Section	Item #
ARC	ARC001a

ARC	ARC001b
ARC	ARC005a

ARC	ARC005b
ARC	ARC005c
ARC	ARC005d
ARC	ARC005e

ARC	ARC005f
ARC	ARC005g
ARC	ARC005h
ARC	ARC005i

ARC	ARC005j
ARC	ARC005k
ARC	ARC005l
ARC	ARC005m

ARC	ARC005n
ARC	ARC005o
ARC	ARC010a
ARC	ARC010b

ARC	ARC010c
ARC	ARC010d
ARC	ARC010e
ARC	ARC010f

ARC	ARC010g
ARC	ARC010h
ARC	ARC010i
ARC	ARC015a

ARC	ARC015b
ARC	ARC015c
ARC	ARC015d
ARC	ARC015e

ARC	ARC015f
ARC	ARC015g
ARC	ARC015h
ARC	ARC015i

ARC	ARC015j
ELC	ELC005
ELC	ELC010
ELC	ELC015

ELC	ELC020
ELC	ELC025
ELC	ELC030
ELC	ELC035
ELC	ELC040

ELC	ELC045
ELC	ELC050
ELC	ELC055
ELC	ELC060
ELC	ELC065

ELC	ELC070
ELC	ELC075
ELC	ELC080
ELC	ELC085
ELC	ELC090

ELC	ELC095
ELC	ELC100
ELC	ELC105
ELC	ELC110
ELC	ELC115

ELC	ELC120
ELC	ELC125
ELC	ELC130
ELC	ELC135
ELC	ELC140

ELC	ELC145
ELC	ELC200
ELC	ELC200OS
ELC	ELC205

SSC	SSC001
SSC	SSC002
SSC	SSC003
SSC	SSC004
SSC	SSC005
SSC	SSC006

SSC	SSC007
SSC	SSC008
SSC	SSC009
SSC	SSC010
SSC	SSC011
SSC	SSC012

SSC	SSC013
SSC	SSC014
SSC	SSC015
SSC	SSC016
SSC	SSC017
SSC	SSC018

SSC	SSC019
SSC	SSC020
SSC	SSC021
SSC	SSC022
BRC	BRC001

BRC	BRC002
BRC	BRC003
BRC	BRC004
BRC	BRC005
BRC	BRC006
BRC	BRC007

BRC	BRC008
BRC	BRC009
BRC	BRC010
CBC	CBC001

CBC	CBC002
CBC	CBC003
CBC	CBC004
CBC	CBC005

CBC	CBC006
CBC	CBC007
CBC	CBC008
CBC	CBC009

CBC	CBC010
CBC	CBC011
CBC	CBC012
STC	STC001

STC	STC002
STC	STC003
STC	STC004
STC	STC005
STC	STC006
STC	STC007

STC	STC008
STC	STC009
STC	STC010
STC	STC011
STC	STC012
STC	STC013

STC	STC014
STC	STC015
SLC	SLC001
SLC	SLC002
SLC	SLC003
SLC	SLC004
SLC	SLC005

SLC	SLC006
SLC	SLC007
SPC	SPC001
SPC	SPC002
SPC	SPC003
SPC	SPC004
SPC	SPC005

SPC	SPC006
SPC	SPC007
SPC	SPC008
SPC	SPC009
SPC	SPC010
PRC	PRC001
PRC	PRC002

PRC	PRC003
PRC	PRC004
PRC	PRC005
PRC	PRC006
PRC	PRC007
PRC	PRC008
PRC	PRC009
SIC	SIC001

SIC	SIC002
SIC	SIC003
SIC	SIC004
SIC	SIC005
SIC	SIC006

SIC	SIC007
SIC	SIC007OS
SIC	SIC008
SIC	SIC009
SIC	SIC010a

SIC	SIC010b
SIC	SIC010c
SIC	SIC011
SIC	SIC012
SIC	SIC013
SIC	SIC013OS
SIC	SIC014a

SIC	SIC014b
SIC	SIC014c
SIC	SIC015a
SIC	SIC015b

SIC	SIC015c
SIC	SIC016
SIC	SIC017
SIC	SIC018
SIC	SIC019

SIC	SIC020
SIC	SIC020OS
SIC	SIC021
SIC	SIC022a
SIC	SIC022b

SIC	SIC023a
SIC	SIC023b
SIC	SIC023c
SIC	SIC023d
SIC	SIC023e
SIC	SIC023f

SIC	SIC024
SIC	SIC025
SIC	SIC026
SIC	SIC027
SIC	SIC028a
SIC	SIC028b
SIC	SIC028c

SIC	SIC028d
SIC	SIC028e
SIC	SIC029
SIC	SIC031
SIC	SIC032
SIC	SIC033

Item Wording
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}. _x000D_ _x000D_ •This is NOT a test and should NOT be administered directly to the child. _x000D_ _x000D_ •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._x000D_ _x000D_ •Rate {CHILD} compared to other children of the same age level. Please consider the full range of ratings when answering. _x000D_ _x000D_ Please press the Next button to continue.”

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._x000D_
_x000D_
Not yet = Child has not yet demonstrated skill, knowledge, or behavior._x000D_
_x000D_
Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently._x000D_
_x000D_
In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence._x000D_
_x000D_
Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient._x000D_
_x000D_
Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently._x000D_
_x000D_
Not applicable or Skill not yet taught = Skill, knowledge, or behavior has not been introduced in classroom setting._x000D_
_x000D_
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._x000D_
_x000D_
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._x000D_
_x000D_
Please press the Next button to continue.”

Question “First, please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_
_x000D_
{CHILD}..._x000D_
_x000D_
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.” _x000D_
_x000D_
InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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”).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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?"_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Easily and quickly names all upper- and lower-case letters of the alphabet."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Predicts what will happen next in stories by using the pictures and storyline for clues."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Reads simple books independently – for example, reads books with a repetitive language pattern."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Composes simple stories – for example, by writing about a personal experience in a journal."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Next, please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.
_x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Now, please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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)."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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?”"_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school._x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
Recalls and communicates personal experiences {he/she} has had to peers in a logical way.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Answers questions that are not just an explicit recall of facts but that require some higher-level thinking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Is a good listener in conversations with peers.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses a varied vocabulary in spoken language.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Responds to questions in a thoughtful way that makes sense.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses grammatically correct sentences when speaking.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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”).”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Asks on-topic questions that are relevant to the discussion in the classroom.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Is a good listener in conversations with adults.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Instructs peers in tasks which need to be done in a certain order.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses academic language learned in the classroom when speaking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses language effectively to initiate appropriate interactions with other children.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Tries repeatedly to communicate information which has not been understood.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses evidence from a text or word problem to support {his/her} answer.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.””_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Asks questions about information which is unclear to {him/her}.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Shows understanding of spoken instructions and daily conversations.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Tries out new words (for example, heard in stories or from teacher) when speaking.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses language effectively to initiate appropriate interactions with adults.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Relates and communicates personal experiences in a logical way or “in a way that makes sense.””_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.””_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Maintains a conversation with others that has at least three conversational turns focused on a single topic.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Actively contributes within a classroom discussion.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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)?”_x000D_
_x000D_
InstResp “Select only one.”_x000D_
----_x000D_
1. Scribbling_x000D_
2. Drawing a picture_x000D_
3. Can copy {his/her} name_x000D_
4. Can copy sentences from the board_x000D_
5. Write {his/her} name without copying_x000D_
6. Can write most letters when asked to write the letter_x000D_
7. Write initial sounds for many words_x000D_
8. Write simple 2-4 letter words with invented spelling_x000D_
9. Write multi-syllabic words with invented spelling with most sounds represented_x000D_
10. Compose and write a full sentence with invented spelling with most sounds represented_x000D_
11. Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented_x000D_
91. Other (Please specify):_x000D_

Question “How much does {CHILD} enjoy writing?”_x000D_
----_x000D_
1. Not at all_x000D_
2. A little bit_x000D_
3. Somewhat_x000D_
4. Quite a bit_x000D_
5. Very much_x000D_

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. _x000D_
_x000D_
Fights with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Withdraws from others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Acts lonely.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Gets angry easily.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Disturbs ongoing activities.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Keeps belongings organized.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Says bad things about self.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Shows eagerness to learn new things.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Works independently.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts impulsively.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Argues with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Easily adapts to changes in routines.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts sad or depressed.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Persists in completing tasks.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Pays attention well.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Follows classroom rules.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Is aggressive toward people or objects."_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Disobeys rules or requests.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Gets embarrassed easily.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Has low energy or is lethargic.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts anxious with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Talks during quiet study time.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

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._x000D_
_x000D_
Observes rules and follows directions without requiring repeated reminders.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Completes tasks successfully.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Attempts new challenging tasks.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Concentrates when working on a task; is not easily distracted by surrounding activities.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Responds to instructions and then begins an appropriate task without being reminded.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Takes time to do {his/her} best on a task.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Finds and organizes materials and works in an appropriate place when activities are initiated.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Sees own errors in a task and corrects them.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Returns to unfinished tasks after interruption.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

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.”_x000D_
_x000D_
When practicing an activity, has a hard time keeping {her/his} mind on it.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Will move from one task to another without completing any of them.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “When drawing or coloring in a book, shows strong concentration.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Is easily distracted when listening to a story.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Sometimes becomes absorbed in a picture book and looks at it for a long time.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Can wait before entering into new activities if {he/she} is asked to.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Plans for new activities or changes in routine to make sure {he/she} has what will be needed.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Has trouble sitting still when {he/she} is told to (story time, etc.).”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Is good at following instructions.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Approaches places that {he/she} thinks might be "risky" slowly and cautiously.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Can easily stop an activity when {he/she} is told "no.""_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

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}. _x000D_
_x000D_
I share an affectionate, warm relationship with this child.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child and I always seem to be struggling with each other.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “If upset, this child will seek comfort from me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child is uncomfortable with physical affection or touch from me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child values {his/her} relationship with me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “When I praise this child, {he/she} beams with pride.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child spontaneously shares information about {himself/herself}.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child easily becomes angry at me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “It is easy to be in tune with what this child is feeling.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child remains angry or is resistant after being disciplined.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “Dealing with this child drains my energy.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “When this child is in a bad mood, I know we’re in for a long and difficult day.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child’s feelings toward me can be unpredictable or can change suddenly.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child is sneaky or manipulative with me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child openly shares {his/her} feelings and experiences with me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “Please indicate how often each of these items applies to {CHILD}. _x000D_
_x000D_
Likes to come to school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Dislikes school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Has fun at school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Likes being in school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Seems unhappy in school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Enjoys most classroom activities.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Groans or complains about suggested activities.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Please read the statements below and indicate how often each applies to {CHILD}’s behaviors observed across the past month. _x000D_
_x000D_
Shows a basic understanding of the relationship between cause and effect (for example, child moves a cup that is about to be knocked over).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Compares new task or problem to previous one in terms of what solution worked and what did not.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Develops plan of action after considering the possible consequences.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Verbalizes the possible consequences of a particular act or event (for example, “If I take his ball, then he may cry.”).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Self-corrects errors while working on projects or activities.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

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.”).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Changes strategies when one solution to a problem doesn’t work.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Teaches another child a new task or skill.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Maintains an essential role when participating in a small group activity (for example, other children depend on this child for direction).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Communicates that problems may have more than one acceptable solution.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers. _x000D_
_x000D_
Seems concerned when other children are distressed."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is not chosen as playmate by peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Peers avoid this child."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is kind toward peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is excluded from peers’ activities."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is cooperative with peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Shows concern for moral issues (for example, fairness, welfare of others)."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is ignored by peers."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Offers help or comfort when other children are upset."_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “In which grade is {CHILD} enrolled?"_x000D_
_x000D_
InstResp “Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade.”_x000D_
----_x000D_
1. Kindergarten (Full-day program)_x000D_
2. Kindergarten (Part-day program)_x000D_
3. First grade or higher_x000D_
4. This is an ungraded classroom_x000D_

Question “Is the 2021-22 school year {CHILD}’s …?”_x000D_
_x000D_
InstResp “Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade."_x000D_
----_x000D_
1. First year in kindergarten_x000D_
2. Second year in kindergarten_x000D_
3. Third year or more in kindergarten_x000D_

Question “How long has {CHILD} been in your classroom this school year?"_x000D_
----_x000D_
1. Entire school year_x000D_
2. More than one semester but less than the entire school year_x000D_
3. More than one quarter but less than one semester_x000D_
4. Less than one quarter of the school year_x000D_

Question “How often does {CHILD} wear eye glasses or contact lenses in the classroom?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question “Please indicate the total number of times {CHILD} has been absent from your class during the current school year?”_x000D_
----_x000D_
1. No absences_x000D_
2. 1 to 4 absences_x000D_
3. 5 to 7 absences_x000D_
4. 8 to 10 absences_x000D_
5. 11 to 19 absences_x000D_
6. 20 or more absences_x000D_

Question “Has {CHILD} ever fallen 2 or more weeks behind in school work this year?”_x000D_
_x000D_
InstResp “If the child has been enrolled in your class less than two weeks, please select ‘Not applicable.’"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Why has {CHILD} fallen behind in school work?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. A health problem_x000D_
2. A disciplinary problem_x000D_
3. Lack of effort_x000D_
4. Disorganized_x000D_
5. Lacks prerequisite skills_x000D_
6. Frequent absences_x000D_
7. Emotional problems_x000D_
8. Family problems_x000D_
91. Some other reason (Please specify):_x000D_

Question “As of today’s date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?”

Question “During this school year, has {CHILD} received instruction in the following types of programs in your school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Individual tutoring remedial program in reading/language arts_x000D_
2. Individual tutoring remedial program in mathematics_x000D_
3. Pull-out (that is, out of classroom) small group remedial program in reading/language arts_x000D_
4. Pull-out (that is, out of classroom) small group remedial program in mathematics_x000D_
5. Gifted and talented program in reading/language arts_x000D_
6. Gifted and talented program in mathematics_x000D_
7. None of the above_x000D_

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?_x000D_
_x000D_
Instruction or services before school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not offered_x000D_
4. Don’t know_x000D_

Question “Instruction or services after school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not offered_x000D_
4. Don’t know_x000D_

Question “Instruction or services on weekends”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not offered_x000D_
4. Don’t know_x000D_

Question “Is English {CHILD}’s native language?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Don’t know_x000D_

Question “Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Would you say the specialized language instruction {CHILD} receives is primarily a/an…?"_x000D_
----_x000D_
1. Program that focuses on developing students' literacy in two languages_x000D_
2. Program that focuses on developing students' literacy solely in English_x000D_
3. No specialized language program is provided to this child_x000D_
91. Other program(s) (Please specify):_x000D_

Question “How often does {CHILD} usually receive specialized language instruction of the following program types?_x000D_
_x000D_
Program that focuses on developing students’ literacy in two languages”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week or more_x000D_

Question “Program that focuses on developing students’ literacy solely in English”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week or more_x000D_

Question “Other program"_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week or more_x000D_

Question “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?_x000D_
_x000D_
Program that focuses on developing students’ literacy in two languages”_x000D_
----_x000D_
1. Not applicable/Never_x000D_
2. Less than ½ hour_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Program that focuses on developing students’ literacy solely in English”_x000D_
----_x000D_
1. Not applicable/Never_x000D_
2. Less than ½ hour_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Other program"_x000D_
----_x000D_
1. Not applicable/Never_x000D_
2. Less than ½ hour_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “During this school year, how often is {CHILD}’s academic instruction provided in {his/her} native language?”_x000D_
----_x000D_
1. None of the time_x000D_
2. Less than half of the time_x000D_
3. Half of the time_x000D_
4. More than half of the time_x000D_
5. Almost all the time_x000D_

Question “Does {CHILD} have an IEP/IFSP?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} have a 504 plan?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} receive instruction in any of the following types of programs in your school?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Speech-language therapy for children with speech or language disorders/impairments_x000D_
2. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting_x000D_
3. None of the above_x000D_

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)?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Social work services_x000D_
2. Mental health services (for example, personal/group counseling, therapy, or psychiatric care)_x000D_
3. Behavior management program_x000D_
4. Service coordination/case management services_x000D_
5. Training/counseling for their family and/or caregivers_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

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?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Don’t know_x000D_
4. Child does not participate in the school’s testing or assessment program_x000D_
5. There is no testing or assessment program at this grade level_x000D_

Question “During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”_x000D_
----_x000D_
1. A lot less active than most_x000D_
2. A little less active than most_x000D_
3. About the same as most_x000D_
4. A little more active than most_x000D_
5. A lot more active than most_x000D_

Question “During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”_x000D_
----_x000D_
1. A lot less active than most_x000D_
2. A little less active than most_x000D_
3. About the same as most_x000D_
4. A little more active than most_x000D_
5. A lot more active than most_x000D_

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?_x000D_
_x000D_
Reading”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Writing”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Oral language”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Math”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Science”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Social studies”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?”_x000D_
----_x000D_
1. I do not use instructional groups for reading_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question “In which reading instructional group is {CHILD} currently placed?”_x000D_
_x000D_
InstResp “Use “1” for the highest instructional group. Enter in the number of the child’s instructional group below.”

Question “How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?”_x000D_
----_x000D_
1. I do not use instructional groups for mathematics_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question “In which mathematics instructional group is {CHILD} currently placed?”_x000D_
_x000D_
InstResp “Use “1” for the highest instructional group. Enter in the number of the child’s instructional group below.”

Question “During this school year, have {CHILD}’s parents/guardians participated in the following activities?_x000D_
_x000D_
Attended regularly-scheduled conferences at your school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Attended parent/teacher informal meetings that you initiated to talk about {CHILD}’s progress”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Returned your telephone calls or emails”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Initiated contact with you”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Volunteered to help you in your classroom or school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “How involved at the school would you say {CHILD}’s parents/guardians are?"_x000D_
----_x000D_
1. Not involved at all_x000D_
2. Somewhat involved_x000D_
3. Very involved_x000D_
4. Overly involved_x000D_
5. Don’t know_x000D_

Question “During this school year, besides regular teacher conferences, have you communicated with {CHILD}’s parents/guardians for any of the following purposes?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Behavior problems the child was having in school_x000D_
2. Any problems the child was having with school work_x000D_
3. Anything the child was doing particularly well in or better in at school_x000D_
4. None of the above_x000D_

Question “Are you {CHILD}’s primary teacher in the following subject areas?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Reading/Language Arts_x000D_
2. Mathematics_x000D_
3. Science_x000D_
4. Social Studies_x000D_

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.”

Construct	Research Question
Introduction	NA

Introduction	NA
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Other specific for Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Teacher-child relationship	T-RQ7

Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7

Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7

Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Current grade level	T-RQ1, T-RQ2

Child's retention status	T-RQ1, T-RQ2
Length of time child has been enrolled in the classroom	T-RQ4, T-RQ7
Testing accommodations and participation	T-RQ2
Number of school absences	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7,
Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9

Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9
Other specify for child's academic difficulties	T-RQ3, T-RQ8, T-RQ9
Referral of child out of classroom for behavior	T-RQ1, T-RQ2, T-RQ4, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ3, T-RQ9

Receipt of special services	T-RQ3, T-RQ9
Receipt of special services	T-RQ3, T-RQ9
Child's ELL status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Child's IEP/IFSP status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Child's Section 504 plan status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9
Testing accommodations and participation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ9
Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9
Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9

Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parent-teacher communication	T-RQ6, T-RQ9
Teacher's subject-area teaching assignment for child	T-RQ1, T-RQ2, T-RQ3
Thank you to respondent	NA

Section	Item #
ARC	ARC001a

ARC	ARC001b
ARC	ARC005a

ARC	ARC005b
ARC	ARC005c
ARC	ARC005d
ARC	ARC005e

ARC	ARC005f
ARC	ARC005g
ARC	ARC005h
ARC	ARC005i

ARC	ARC005j
ARC	ARC005k
ARC	ARC005l
ARC	ARC005m

ARC	ARC005n
ARC	ARC005o
ARC	ARC010a
ARC	ARC010b

ARC	ARC010c
ARC	ARC010d
ARC	ARC010e
ARC	ARC010f

ARC	ARC010g
ARC	ARC010h
ARC	ARC010i
ARC	ARC015a

ARC	ARC015b
ARC	ARC015c
ARC	ARC015d
ARC	ARC015e

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ARC	ARC015g
ARC	ARC015h
ARC	ARC015i

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ARC	ARC105b

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ARC	ARC105j

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ARC	ARC105l
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ARC	ARC110c

ARC	ARC110d
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ARC	ARC110f
ARC	ARC110g

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ARC	ARC115b

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ARC	ARC115d
ARC	ARC115e
ARC	ARC115f

ARC	ARC115g
ARC	ARC115h
ARC	ARC115i
ARC	ARC115j

ELC	ELC005
ELC	ELC010
ELC	ELC015
ELC	ELC020

ELC	ELC025
ELC	ELC030
ELC	ELC035
ELC	ELC040
ELC	ELC045

ELC	ELC050
ELC	ELC055
ELC	ELC060
ELC	ELC065
ELC	ELC070

ELC	ELC075
ELC	ELC080
ELC	ELC085
ELC	ELC090
ELC	ELC095

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ELC	ELC105
ELC	ELC110
ELC	ELC115
ELC	ELC120

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ELC	ELC130
ELC	ELC135
ELC	ELC140
ELC	ELC145

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ELC	ELC200OS
ELC	ELC205
SSC	SSC001

SSC	SSC002
SSC	SSC003
SSC	SSC004
SSC	SSC005
SSC	SSC006
SSC	SSC007

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SSC	SSC019

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BRC	BRC010
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CBC	CBC006

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SLC	SLC002
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SLC	SLC005
SLC	SLC006
SLC	SLC007

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SPC	SPC005
SPC	SPC006
SPC	SPC007

SPC	SPC008
SPC	SPC009
SPC	SPC010
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PRC	PRC002
PRC	PRC003
PRC	PRC004
PRC	PRC005

PRC	PRC006
PRC	PRC007
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PVC	PVC005b
PVC	PVC005c

PVC	PVC005d
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PVC	PVC010b
PVC	PVC010c
PVC	PVC010d

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SIC	SIC002
SIC	SIC002a
SIC	SIC003
SIC	SIC004

SIC	SIC005
SIC	SIC006
SIC	SIC007
SIC	SIC007OS
SIC	SIC008

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SIC	SIC011a
SIC	SIC011b
SIC	SIC011c
SIC	SIC012

SIC	SIC013
SIC	SIC014
SIC	SIC014OS
SIC	SIC016a

SIC	SIC016b
SIC	SIC016c
SIC	SIC017a

SIC	SIC017b
SIC	SIC017c
SIC	SIC018
SIC	SIC019
SIC	SIC020

SIC	SIC021
SIC	SIC022
SIC	SIC022OS
SIC	SIC023
SIC	SIC024

SIC	SIC025
SIC	SIC026a
SIC	SIC026b
SIC	SIC026c
SIC	SIC026d
SIC	SIC026e

SIC	SIC026f
SIC	SIC027
SIC	SIC028
SIC	SIC029
SIC	SIC030
SIC	SIC031a
SIC	SIC031b

SIC	SIC031c
SIC	SIC031d
SIC	SIC031e
SIC	SIC032
SIC	SIC034
SIC	SIC035

SIC	SIC036

Item Wording
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}. _x000D_ _x000D_ •This is NOT a test and should NOT be administered directly to the child. _x000D_ _x000D_ •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._x000D_ _x000D_ •Rate {CHILD} compared to other children of the same age level. Please consider the full range of ratings when answering. _x000D_ _x000D_ Please press the Next button to continue.”

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. _x000D_
_x000D_
Not yet = Child has not yet demonstrated skill, knowledge, or behavior._x000D_
_x000D_
Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently._x000D_
_x000D_
In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence._x000D_
_x000D_
Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient._x000D_
_x000D_
Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently._x000D_
_x000D_
Not applicable or Skill not yet taught = Skill, knowledge, or behavior has not been introduced in classroom setting._x000D_
_x000D_
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._x000D_
_x000D_
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._x000D_
_x000D_
Please press the Next button to continue.”

Question “First, please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_
_x000D_
{CHILD}..._x000D_
_x000D_
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.” _x000D_
_x000D_
InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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”).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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?"_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Easily and quickly names all upper- and lower-case letters of the alphabet."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Predicts what will happen next in stories by using the pictures and storyline for clues."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Reads simple books independently – for example, reads books with a repetitive language pattern."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
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."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
Question “Composes simple stories – for example, by writing about a personal experience in a journal.”_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
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.”_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Next, please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE. _x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Now, please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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)."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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?””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “First, please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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”).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.””_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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?"_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Reads first-grade books fluently – for example, easily reads words in meaningful phrases rather than reading word by word."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Composes a story with a clear beginning, middle, and end."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
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."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
Question “Demonstrates an understanding of some of the conventions of print – for example, by appropriately using question marks, exclamation points, and quotation marks."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_

Question “Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE._x000D_
_x000D_
{CHILD}..._x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Forms explanations based on observations and explorations – for example, explains the best growing conditions for a plant after investigating with light and water.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
Question “Communicates scientific information – for example, records data from measurement tools (for example, clocks, thermometers, etc.), or constructs bar graphs.”_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
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.”_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_
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.”_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_

Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Now, please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
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.)”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Fluently adds and subtracts within 10.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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 = __."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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."_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “Measures length to the nearest whole number using common measurement instruments – for example, a ruler, yardstick, meterstick, or tape measure.”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

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).”_x000D_
----_x000D_
1. Not yet_x000D_
2. Beginning_x000D_
3. In progress_x000D_
4. Intermediate_x000D_
5. Proficient_x000D_
6. Not applicable or Skill not yet taught_x000D_

Question “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school._x000D_
_x000D_
{CHILD}…_x000D_
_x000D_
Recalls and communicates personal experiences {he/she} has had to peers in a logical way.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Answers questions that are not just an explicit recall of facts but that require some higher-level thinking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Is a good listener in conversations with peers.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses a varied vocabulary in spoken language.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Responds to questions in a thoughtful way that makes sense.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses grammatically correct sentences when speaking.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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”).”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Asks on-topic questions that are relevant to the discussion in the classroom.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Is a good listener in conversations with adults.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Instructs peers in tasks which need to be done in a certain order.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses academic language learned in the classroom when speaking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses language effectively to initiate appropriate interactions with other children.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Tries repeatedly to communicate information which has not been understood.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses evidence from a text or word problem to support {his/her} answer.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.””_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Asks questions about information which is unclear to {him/her}.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Shows understanding of spoken instructions and daily conversations.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Tries out new words (for example, heard in stories or from teacher) when speaking.”_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses language effectively to initiate appropriate interactions with adults.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Relates and communicates personal experiences in a logical way or “in a way that makes sense.””_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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.””_x000D_
_x000D_
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.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Maintains a conversation with others that has at least three conversational turns focused on a single topic.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Actively contributes within a classroom discussion.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

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)?”_x000D__x000D_
_x000D_
InstResp “Select only one.”_x000D_
----_x000D_
1. Scribbling_x000D_
2. Drawing a picture_x000D_
3. Can copy {his/her} name_x000D_
4. Can copy sentences from the board_x000D_
5. Write {his/her} name without copying_x000D_
6. Can write most letters when asked to write the letter_x000D_
7. Write initial sounds for many words_x000D_
8. Write simple 2-4 letter words with invented spelling_x000D_
9. Write multi-syllabic words with invented spelling with most sounds represented_x000D_
10. Compose and write a full sentence with invented spelling with most sounds represented_x000D_
11. Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented_x000D_
91. Other (Please specify):_x000D_

Question “How much does {CHILD} enjoy writing?”_x000D_
----_x000D_
1. Not at all_x000D_
2. A little bit_x000D_
3. Somewhat_x000D_
4. Quite a bit_x000D_
5. Very much_x000D_

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._x000D_
_x000D_
Fights with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Withdraws from others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Acts lonely.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Gets angry easily.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Disturbs ongoing activities.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Keeps belongings organized.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question ”Says bad things about self.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Shows eagerness to learn new things.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Works independently.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts impulsively.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Argues with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Easily adapts to changes in routines.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts sad or depressed.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Persists in completing tasks.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_
Question “Pays attention well.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_
Question “Follows classroom rules.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_
Question “Is aggressive toward people or objects."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_
Question “Disobeys rules or requests.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_
Question “Gets embarrassed easily.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_

Question “Has low energy or is lethargic.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Acts anxious with others.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

Question “Talks during quiet study time.”_x000D_
----_x000D_
1. Never_x000D_
2. Sometimes_x000D_
3. Often_x000D_
4. Very often_x000D_
5. No opportunity to observe_x000D_

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._x000D_
_x000D_
Observes rules and follows directions without requiring repeated reminders.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Completes tasks successfully.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Attempts new challenging tasks.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Concentrates when working on a task; is not easily distracted by surrounding activities.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Responds to instructions and then begins an appropriate task without being reminded.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Takes time to do {his/her} best on a task.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Finds and organizes materials and works in an appropriate place when activities are initiated.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Sees own errors in a task and corrects them.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

Question “Returns to unfinished tasks after interruption.”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Frequently/Usually_x000D_
5. Always_x000D_

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.”_x000D_
_x000D_
When practicing an activity, has a hard time keeping {her/his} mind on it.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Will move from one task to another without completing any of them.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “When drawing or coloring in a book, shows strong concentration.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Is easily distracted when listening to a story.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Sometimes becomes absorbed in a picture book and looks at it for a long time.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Can wait before entering into new activities if {he/she} is asked to.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Plans for new activities or changes in routine to make sure {he/she} has what will be needed.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Has trouble sitting still when {he/she} is told to (story time, etc.).”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Is good at following instructions.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Approaches places that {he/she} thinks might be "risky" slowly and cautiously.”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

Question “Can easily stop an activity when {he/she} is told "no."”_x000D_
----_x000D_
1. Extremely untrue_x000D_
2. Quite untrue_x000D_
3. Slightly untrue_x000D_
4. Neither true nor untrue_x000D_
5. Slightly true_x000D_
6. Quite true_x000D_
7. Extremely true_x000D_
8. Not applicable_x000D_

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}. _x000D_
_x000D_
I share an affectionate, warm relationship with this child.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child and I always seem to be struggling with each other.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “If upset, this child will seek comfort from me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child is uncomfortable with physical affection or touch from me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child values {his/her} relationship with me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “When I praise this child, {he/she} beams with pride.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child spontaneously shares information about {himself/herself}.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child easily becomes angry at me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “It is easy to be in tune with what this child is feeling.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “This child remains angry or is resistant after being disciplined.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “Dealing with this child drains my energy.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “When this child is in a bad mood, I know we’re in for a long and difficult day.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “This child’s feelings toward me can be unpredictable or can change suddenly.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “This child is sneaky or manipulative with me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_

Question “This child openly shares {his/her} feelings and experiences with me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “Please indicate how often each of these items applies to {CHILD}. _x000D_
_x000D_
Likes to come to school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Dislikes school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Has fun at school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Likes being in school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Seems unhappy in school.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Enjoys most classroom activities.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Groans or complains about suggested activities.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Please read the statements below and indicate how often each applies to {CHILD}’s behaviors observed across the past month. _x000D_
_x000D_
Shows a basic understanding of the relationship between cause and effect (for example, child moves a cup that is about to be knocked over).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Compares new task or problem to previous one in terms of what solution worked and what did not.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Develops plan of action after considering the possible consequences.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Verbalizes the possible consequences of a particular act or event (for example, “If I take his ball, then he may cry.”).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Self-corrects errors while working on projects or activities.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

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.”).”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Changes strategies when one solution to a problem doesn’t work.”_x000D_
----_x000D_
1. Does not apply_x000D_
2. Sometimes applies_x000D_
3. Consistently applies_x000D_

Question “Teaches another child a new task or skill.”_x000D_ ----_x000D_ 1. Does not apply_x000D_ 2. Sometimes applies_x000D_ 3. Consistently applies_x000D_
Question “Maintains an essential role when participating in a small group activity (for example, other children depend on this child for direction).”_x000D_ ----_x000D_ 1. Does not apply_x000D_ 2. Sometimes applies_x000D_ 3. Consistently applies_x000D_
Question “Communicates that problems may have more than one acceptable solution.”_x000D_ ----_x000D_ 1. Does not apply_x000D_ 2. Sometimes applies_x000D_ 3. Consistently applies_x000D_
Question “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers. _x000D_ _x000D_ Seems concerned when other children are distressed.”_x000D_ ----_x000D_ 1. Doesn’t apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_
Question “Is not chosen as playmate by peers.”_x000D_ ----_x000D_ 1. Doesn’t apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_
Question “Peers avoid this child.”_x000D_ ----_x000D_ 1. Doesn’t apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_
Question “Is kind toward peers.”_x000D_ ----_x000D_ 1. Doesn’t apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_
Question “Is excluded from peers’ activities.”_x000D_ ----_x000D_ 1. Doesn’t apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_

Question “Is cooperative with peers.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Shows concern for moral issues (for example, fairness, welfare of others).”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Is ignored by peers.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “Offers help or comfort when other children are upset.”_x000D_
----_x000D_
1. Doesn’t apply Seldom displays this behavior_x000D_
2. Sometimes applies Occasionally displays this behavior_x000D_
3. Certainly applies Often displays this behavior_x000D_

Question “During this school year, how often have other students …_x000D_
_x000D_
Teased, made fun of, or called {CHILD} names?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Told lies or untrue stories about {CHILD}?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Pushed, shoved, slapped, hit, or kicked {CHILD}?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Intentionally excluded or left {CHILD} out from playing with them?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “During this school year, how often has {CHILD} ..._x000D_
_x000D_
Teased, made fun of, or called other students names?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Told lies or untrue stories about other students?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Pushed, shoved, slapped, hit, or kicked other students?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “Intentionally excluded or left other students out from playing with him or her?”_x000D_
----_x000D_
1. Never_x000D_
2. Rarely_x000D_
3. Sometimes_x000D_
4. Often_x000D_
5. Very often_x000D_

Question “In which grade is {CHILD} enrolled?"_x000D_
_x000D_
InstResp “Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade.”_x000D_
----_x000D_
1. Kindergarten (Full-day program)_x000D_
2. Kindergarten (Part-day program)_x000D_
3. First grade or higher_x000D_
4. This is an ungraded classroom_x000D_

Question “Is the 2021-22 school year {CHILD}’s…?"_x000D_
_x000D_
InstResp “Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade.”_x000D_
----_x000D_
1. First year in kindergarten_x000D_
2. Second year in kindergarten_x000D_
3. Third year or more in kindergarten_x000D_

Question “In which grade is {CHILD} enrolled?"_x000D_
_x000D_
InstResp “Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade.”_x000D_
----_x000D_
1. Kindergarten (Full-day program)_x000D_
2. Kindergarten (Part-day program)_x000D_
3. First grade_x000D_
4. Second grade_x000D_
5. Third grade or higher_x000D_
6. This is an ungraded classroom_x000D_

Question “How long has {CHILD} been in your classroom this school year?"_x000D_
----_x000D_
1. Entire school year_x000D_
2. More than one semester but less than the entire school year_x000D_
3. More than one quarter but less than one semester_x000D_
4. Less than one quarter of the school year_x000D_

Question “How often does {CHILD} wear eye glasses or contact lenses in the classroom?”_x000D_
----_x000D_
1. Never_x000D_
2. Seldom_x000D_
3. Usually_x000D_
4. Always_x000D_

Question “Please indicate the total number of times {CHILD} has been absent from your class during the current school year?”_x000D_
----_x000D_
1. No absences_x000D_
2. 1 to 4 absences_x000D_
3. 5 to 7 absences_x000D_
4. 8 to 10 absences_x000D_
5. 11 to 19 absences_x000D_
6. 20 or more absences_x000D_

Question “Has {CHILD} ever fallen 2 or more weeks behind in school work this year?”_x000D_
_x000D_
InstResp “If the child has been enrolled in your class less than two weeks, please select ‘Not applicable.’"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Why has {CHILD} fallen behind in school work?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. A health problem_x000D_
2. A disciplinary problem_x000D_
3. Lack of effort_x000D_
4. Disorganized_x000D_
5. Lacks prerequisite skills_x000D_
6. Frequent absences_x000D_
7. Emotional problems_x000D_
8. Family problems_x000D_
91. Some other reason (Please specify):_x000D_

Question “As of today’s date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?”

Question “During this school year, has {CHILD} received instruction in the following types of programs in your school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Individual tutoring remedial program in reading/language arts_x000D_
2. Individual tutoring remedial program in mathematics_x000D_
3. Pull-out (that is, out of classroom) small group remedial program in reading/language arts_x000D_
4. Pull-out (that is, out of classroom) small group remedial program in mathematics_x000D_
5. Gifted and talented program in reading/language arts_x000D_
6. Gifted and talented program in mathematics_x000D_
7. None of the above_x000D_

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?_x000D_
_x000D_
Instruction or services before school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not offered_x000D_
4. Don’t know_x000D_

Question “Instruction or services after school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not offered_x000D_
4. Don’t know_x000D_

Question ”Instruction or services on weekends”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not offered_x000D_
4. Don’t know_x000D_

Question “Is English {CHILD}’s native language?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Don’t know_x000D_

Question “Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Would you say the specialized language instruction {CHILD} receives is primarily a/an…?”_x000D_
----_x000D_
1. Program that focuses on developing students’ literacy in two languages_x000D_
2. Program that focuses on developing students’ literacy solely in English_x000D_
3. No specialized language program is provided to this child_x000D_
91. Other program(s) (Please specify):_x000D_

Question “How often does {CHILD} usually receive specialized language instruction of the following program types?_x000D_
_x000D_
Program that focuses on developing students’ literacy in two languages”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week or more_x000D_

Question “Program that focuses on developing students’ literacy solely in English”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week or more_x000D_

Question “Other program”_x000D_
----_x000D_
1. Never_x000D_
2. Less than once a week_x000D_
3. 1 day a week_x000D_
4. 2 days a week_x000D_
5. 3 days a week_x000D_
6. 4 days a week_x000D_
7. 5 days a week or more_x000D_

Question “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?_x000D_
_x000D_
Program that focuses on developing students’ literacy in two languages”_x000D_
----_x000D_
1. Not applicable/Never_x000D_
2. Less than ½ hour_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Program that focuses on developing students’ literacy solely in English”_x000D_
----_x000D_
1. Not applicable/Never_x000D_
2. Less than ½ hour_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “Other program”_x000D_
----_x000D_
1. Not applicable/Never_x000D_
2. Less than ½ hour_x000D_
3. ½ hour to less than 1 hour_x000D_
4. 1 to less than 1 ½ hours_x000D_
5. 1 ½ to less than 2 hours_x000D_
6. 2 to less than 2 ½ hours_x000D_
7. 2 ½ to less than 3 hours_x000D_
8. 3 hours or more_x000D_

Question “During this school year, how often is {CHILD}’s academic instruction provided in {his/her} native language?”_x000D_
----_x000D_
1. None of the time_x000D_
2. Less than half of the time_x000D_
3. Half of the time_x000D_
4. More than half of the time_x000D_
5. Almost all the time_x000D_

Question "Does {CHILD} have an IEP/IFSP?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Does {CHILD} have a 504 plan?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does {CHILD} receive instruction in any of the following types of programs in your school?” _x000D_
_x000D_
InstResp "Select all that apply."_x000D_
----_x000D_
1. Speech-language therapy for children with speech or language disorders/impairments_x000D_
2. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting_x000D_
3. None of the above_x000D_

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)?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Social work services_x000D_
2. Mental health services (for example., personal/group counseling, therapy, or psychiatric care)_x000D_
3. Behavior management program_x000D_
4. Service coordination/case management services_x000D_
5. Training/counseling for their family and/or caregivers_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

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?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Don't know_x000D_
4. Child does not participate in the school’s testing or assessment program_x000D_
5. There is no testing or assessment program at this grade level_x000D_

Question “During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”_x000D_
----_x000D_
1. A lot less active than most_x000D_
2. A little less active than most_x000D_
3. About the same as most_x000D_
4. A little more active than most_x000D_
5. A lot more active than most_x000D_

Question “During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”_x000D_
----_x000D_
1. A lot less active than most_x000D_
2. A little less active than most_x000D_
3. About the same as most_x000D_
4. A little more active than most_x000D_
5. A lot more active than most_x000D_

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?_x000D_
_x000D_
Reading”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Writing”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Oral language”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Math”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Science”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “Social studies”_x000D_
----_x000D_
1. Below grade level_x000D_
2. About on grade level_x000D_
3. Above grade level_x000D_

Question “How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}’s class?”_x000D_
----_x000D_
1. I do not use instructional groups for reading_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question “In which reading instructional group is {CHILD} currently placed?”_x000D_
_x000D_
InstResp “Use “1” for the highest instructional group. Enter in the number of the child’s instructional group below.”

Question “How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?”_x000D_
----_x000D_
1. I do not use instructional groups for mathematics_x000D_
2. Two_x000D_
3. Three_x000D_
4. Four_x000D_
5. Five or more_x000D_

Question “In which mathematics instructional group is {CHILD} currently placed?”_x000D_
_x000D_
InstResp “Use “1” for the highest instructional group. Enter in the number of the child’s instructional group below.”

Question “During this school year, have {CHILD}’s parents/guardians participated in the following activities? _x000D_
_x000D_
Attended regularly-scheduled conferences at your school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Attended parent/teacher informal meetings that you initiated to talk about {CHILD}'s progress”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Returned your telephone calls or emails”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Initiated contact with you”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “Volunteered to help you in your classroom or school”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable/Not offered_x000D_

Question “How involved at the school would you say {CHILD}’s parents/guardians are?”_x000D_
----_x000D_
1. Not involved at all_x000D_
2. Somewhat involved_x000D_
3. Very involved_x000D_
4. Overly involved_x000D_
5. Don’t know_x000D_

Question “During this school year, besides regular teacher conferences, have you communicated with {CHILD}’s parents/guardians for any of the following purposes?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Behavior problems the child was having in school_x000D_
2. Any problems the child was having with school work_x000D_
3. Anything the child was doing particularly well in or better in at school_x000D_
4. None of the above_x000D_

Question “Are you {CHILD}’s primary teacher in the following subject areas?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Reading/Language Arts_x000D_
2. Mathematics_x000D_
3. Science_x000D_
4. Social Studies_x000D_

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."

Construct	Research Question
Introduction	NA

Introduction	NA
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Other specify for child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7

Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7

Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7
Teacher-child relationship	T-RQ7

Teacher-child relationship	T-RQ7
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Current grade level	T-RQ1, T-RQ2
Child's retention status	T-RQ1, T-RQ2
Current grade level	T-RQ1, T-RQ2
Length of time child has been enrolled in the classroom	T-RQ4, T-RQ7
Testing accommodations and participation	T-RQ2

Number of school absences	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7,
Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9
Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9
Other specify for child's academic difficulties	T-RQ3, T-RQ8, T-RQ9
Referral of child out of classroom for behavior	T-RQ1, T-RQ2, T-RQ4, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ3, T-RQ9
Receipt of special services	T-RQ3, T-RQ9
Receipt of special services	T-RQ3, T-RQ9
Child's ELL status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9

Receipt of special services	T-TQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Child's IEP/IFSP status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Child's Section 504 plan status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9

Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9
Testing accommodations and participation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ9
Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9

Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9

Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parent-teacher communication	T-RQ6, T-RQ9
Teacher's subject-area teaching assignment for child	T-RQ1, T-RQ2, T-RQ3

Thank you to respondent	NA

Section	Item #	Item Wording
SPB	1b	Question “Is {CHILD} currently receiving gifted/talented services through an IEP, or has the child received such services during this school year?”_x000D_ _x000D_ InstResp “Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SPB	2	Question "Is {CHILD} currently receiving special education services through an IEP due to a disability or has the child received such services during this school year?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SPB	3a	Question “In what capacity or capacities do you currently teach or provide services to {CHILD}?” _x000D_ _x000D_ Select all that apply.”_x000D_ ----_x000D_ 1. Provide instruction directly to {CHILD}_x000D_ 2. Provide related services directly to {CHILD}_x000D_ 3. Provide consultation services directly to {CHILD}_x000D_ 4. Provide indirect consultation services (for example, consultation to {CHILD}’s teacher)_x000D_ 5. Provide case management_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SPB	3aos	

SPB	3b	Question “In what capacity or capacities have you taught or provided services to {CHILD} using virtual or distance learning in the current school year?"_x000D_ _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Provide virtual instruction directly to {CHILD}_x000D_ 2. Provide virtual related services directly to {CHILD}_x000D_ 3. Provide virtual consultation services directly to {CHILD}_x000D_ 4. Provide virtual indirect consultation services (for example, consultation to {CHILD}’s teacher, preparation of accessible materials)_x000D_ 5. Provide virtual case management_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SPB	3bos	
SPB	4	Question “When was {CHILD} first determined eligible for special education or related services?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Before kindergarten_x000D_ 2. During transitional kindergarten_x000D_ 3. During kindergarten_x000D_ 4. During transitional first grade_x000D_ 5. During first grade_x000D_
SPB	5	Question “Did {CHILD} have an IEP or Individualized Family Service Plan (IFSP) during the prior school year?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	6	Question “To what extent were you involved in planning {CHILD}’s transition from last school year’s early intervention or special education program to this school year’s?"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Somewhat_x000D_ 3. Extensively_x000D_
SPB	7	Question “To what extent did you communicate with the person(s) who provided early intervention or special education services to {CHILD} last school year?"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Somewhat_x000D_ 3. Extensively_x000D_ 4. I provided special education or early intervention to {CHILD} last year._x000D_
SPB	8	Question “Have you reviewed {CHILD}’s records related to early intervention or special education services provided before this school year?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No, I don't have access to the records._x000D_ 3. No, I have access to the records but have not reviewed them._x000D_ 4. No, I provided special education or early intervention to {CHILD} last year._x000D_

SPB	9	Question “What is {CHILD}’s primary disability as identified on the child’s IEP?"_x000D_ _x000D_ InstResp “Please select the category below into which the child’s primary disability fits best. Select only one.”_x000D_ ----_x000D_ 1. Speech or language impairments_x000D_ 2. Specific learning disabilities_x000D_ 3. Emotional disturbance_x000D_ 4. Intellectual disability_x000D_ 5. Developmental delay_x000D_ 6. Visual impairments (including blindness)_x000D_ 7. Hearing impairments (including deafness)_x000D_ 8. Orthopedic impairments_x000D_ 9. Other health impairments_x000D_ 10. Autism_x000D_ 11. Traumatic brain injury_x000D_ 12. Deafblindness_x000D_ 13. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)_x000D_ 14. No classification is given_x000D_

SPB	10	Question “What are {CHILD}’s other disabilities, if any, as identified on the child’s IEP?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. No other disabilities_x000D_ 2. {Speech or language impairments}_x000D_ 3. {Specific learning disabilities}_x000D_ 4. {Emotional disturbance}_x000D_ 5. {Intellectual disability}_x000D_ 6. {Developmental delay}_x000D_ 7. {Visual impairments (including blindness)}_x000D_ 8. {Hearing impairments (including deafness)}_x000D_ 9. {Orthopedic impairments}_x000D_ 10. {Other health impairments}_x000D_ 11. {Autism}_x000D_ 12. {Traumatic brain injury}_x000D_ 13. {Deaf-blindness}_x000D_ 14. {Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)}_x000D_ 15. {No classification is given}_x000D_
SPB	11	Question “During this school year, has {CHILD} received any special education or related services because of attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD)?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	12	Question “During this school year, which of the following describe(s) the IEP goals for {CHILD}?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Reading_x000D_ 2. Mathematics_x000D_ 3. Language Arts_x000D_ 4. Science_x000D_ 5. Auditory processing_x000D_ 6. Listening comprehension_x000D_ 7. Oral expression_x000D_ 8. Voice/speech articulation_x000D_ 9. Language pragmatics_x000D_ 10. Social skills_x000D_ 11. General appropriateness of behavior_x000D_ 12. Adaptive behavior or self-help skills_x000D_ 13. Fine motor skills_x000D_ 14. Gross motor skills_x000D_ 15. Orientation and mobility_x000D_ 16. None of the above_x000D_ 91. Other (Please specify):_x000D_
SPB	12os	
SPB	13	Question “During this school year, which of the following related services have been provided through the school to {CHILD}?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Audiology_x000D_ 2. Counseling services_x000D_ 3. Occupational therapy_x000D_ 4. Physical therapy_x000D_ 5. Psychological services_x000D_ 6. Health services_x000D_ 7. Social work services_x000D_ 8. Special transportation_x000D_ 9. Speech or language therapy_x000D_ 10. Orientation services_x000D_ 11. Mobility services_x000D_ 12. Rehabilitation services_x000D_ 13. No related services were provided._x000D_ 91. Other (Please specify):_x000D_

SPB	13os	
SPB	14	Question “During this school year, has {CHILD} received any of the following?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Adaptive physical education_x000D_ 2. Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide)_x000D_ 3. Interpreter for the deaf or hard of hearing (oral or sign)_x000D_ 4. Teacher used Braille to provide instruction_x000D_ 5. Child was taught how to use Braille_x000D_ 6. Teacher used American Sign Language to provide instruction_x000D_ 7. Child was taught how to use American Sign Language_x000D_ 8. Teacher used Manual English to provide instruction_x000D_ 9. Child was taught how to use Manual English_x000D_ 10. Teacher used Cued Speech to provide instruction_x000D_ 11. Child was taught how to use Cued Speech_x000D_ 12. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child_x000D_ 13. Tutoring/remediation from special education teacher_x000D_ 14. Training, counseling, and other supports/services provided to child's family_x000D_ 15. None of the above_x000D_
SPB	15	Question “During this school year, has {CHILD}’s primary placement been a general education classroom?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	16	Question “During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has {CHILD} received?”_x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-Unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"
SPB	17	Question “Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?”_x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-Unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"
SPB	18	Question “During this school year, what teaching practices and methods have you and/or other special education service providers used with {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Oneonone instruction_x000D_ 2. Smallgroup instruction_x000D_ 3. Largegroup instruction_x000D_ 4. Co-teaching_x000D_ 5. Cooperative learning_x000D_ 6. Peer tutoring_x000D_ 7. Computerbased instruction_x000D_ 8. Direct instruction_x000D_ 9. Cognitive strategies_x000D_ 10. Selfmanagement_x000D_ 11. Behavior management_x000D_ 12. Instruction received through a sign interpreter_x000D_ 13. None of the above_x000D_

SPB	19a	Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the general education classroom?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. General education curriculum materials were used without modification._x000D_ 2. General education curriculum materials were used with some modifications._x000D_ 3. General education curriculum materials were used with substantial modifications._x000D_ 4. Speciallydesigned commercial materials were used._x000D_ 5. Teacherdesigned materials were used._x000D_ 6. Child not in this setting._x000D_
SPB	19b	Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the special education classroom or program?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. General education curriculum materials were used without modification._x000D_ 2. General education curriculum materials were used with some modifications._x000D_ 3. General education curriculum materials were used with substantial modifications._x000D_ 4. Speciallydesigned commercial materials were used._x000D_ 5. Teacherdesigned materials were used._x000D_ 6. Child not in this setting._x000D_
SPB	20a	Question “Did {CHILD} use any assistive technologies this year?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	20b	Question “During this school year, which of the following assistive technologies and devices has {CHILD} used?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Vans, vehicles_x000D_ 2. Wheelchair_x000D_ 3. Walker_x000D_ 4. White cane_x000D_ 5. Electronic with voice output (for example, Touch Talker)_x000D_ 6. Electronic without voice output (for example, device with visual display or printed speech output)_x000D_ 7. Non-electronic (for example, manual printing board)_x000D_ 8. Hearing aids_x000D_ 9. FM loops_x000D_ 10. TTYs/TDDs_x000D_ 11. Cochlear implants_x000D_ 12. Realtime captioning_x000D_ 13. Braille texts_x000D_ 14. Electronic Braille devices_x000D_ 15. Digital texts_x000D_ 16. Magnifying devices_x000D_ 17. Closecaptioned television (CCTV)_x000D_ 18. Tape recorder_x000D_ 19. Calculator_x000D_ 20. Electronic spelling devices_x000D_ 21. Used solely by individual child_x000D_ 22. Shared with other children_x000D_ 23. Reading_x000D_ 24. Writing_x000D_ 25. Mathematics_x000D_ 26. No assistive technologies or devices were used_x000D_ 91. Other assistive technologies or devices (Please specify):_x000D_
SPB	20bos	
SPB	21	Question “During this school year, does {CHILD} have a computer, laptop, or word processing device assigned to {him/her} for use full time?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	22	Question “During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her} program or progress?”_x000D_ ----_x000D_ 1. Not applicable because I am {CHILD}’s general education teacher_x000D_ 2. Not applicable to my work with {CHILD}_x000D_ 3. Every day or several times a week_x000D_ 4. Once a week or several times a month_x000D_ 5. Once a month_x000D_ 6. A few times over the school year_x000D_ 7. Once during this school year_x000D_ 8. Never during this school year_x000D_
SPB	23	Question “On average, how long were the meetings with the general education teacher(s) to discuss {CHILD}'s program or progress?”_x000D_ ----_x000D_ 1. 1 to 15 minutes_x000D_ 2. 16 to 30 minutes_x000D_ 3. 31 to 45 minutes_x000D_ 4. 46 to 60 minutes_x000D_ 5. More than 60 minutes_x000D_
SPB	24	Question “During this school year, approximately how often have you communicated with {CHILD}’s parents about {CHILD}’s program or progress (by phone, in person, or in writing, including email)?”_x000D_ ----_x000D_ 1. Every day or several times a week_x000D_ 2. Once a week or several times a month_x000D_ 3. Once a month_x000D_ 4. A few times over the school year_x000D_ 5. Once during this school year_x000D_ 6. Never during this school year_x000D_

SPB	25a	Question “Now we would like to ask about your relationship with {CHILD}. Below is a series of statements about your relationship with him or her. For each statement, please select the category that most applies to your relationship with {CHILD}. _x000D_ _x000D_ I share an affectionate, warm relationship with this child.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25b	Question “This child and I always seem to be struggling with each other.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25c	Question “If upset, this child will seek comfort from me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25d	Question “This child is uncomfortable with physical affection or touch from me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_

SPB	25e	Question “This child values his or her relationship with me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25f	Question “For each statement, please select the category that most applies to your relationship with {CHILD}. _x000D_ _x000D_ When I praise this child, he or she beams with pride.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25g	Question “This child spontaneously shares information about himself or herself.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25h	Question “This child easily becomes angry at me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25i	Question “It is easy to be in tune with what this child is feeling.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_

SPB	25j	Question “This child remains angry or is resistant after being disciplined.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25k	Question “For each statement, please select the category that most applies to your relationship with {CHILD}. Dealing with this child drains my energy.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25l	Question “When this child is in a bad mood, I know we’re in for a long and difficult day.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25m	Question “This child’s feelings toward me can be unpredictable or can change suddenly.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	25n	Question “This child is sneaky or manipulative with me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_

SPB	25o	Question “This child openly shares his or her feelings and experiences with me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
SPB	26	Question “Now we would like to ask about {CHILD}’s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Psychological_x000D_ 2. Speech/language_x000D_ 3. Vision_x000D_ 4. Hearing_x000D_ 5. Learning style_x000D_ 6. Motor skills_x000D_ 7. Academics_x000D_ 8. No evaluations for developing IEP goals were conducted this year_x000D_ 91. Other (Please specify):_x000D_
SPB	26os	

SPB	27	Question “To what extent is {CHILD} expected to achieve the same general education goals as other children at {HIS/HER} grade level this school year?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. {CHILD} is expected to attain grade level achievement for all of the academic content standards._x000D_ 2. {CHILD} is expected to attain grade level achievement for some of the academic content standards._x000D_ 3. {CHILD} is expected to attain grade level achievement for only a few of the academic content standards._x000D_ 4. {CHILD} is not expected to attain grade level achievement for any of the academic content standards._x000D_ 5. There are no academic content standards at this grade level._x000D_
SPB	28	Question “What percentage of {CHILD}’s current IEP goals have been met or nearly met at this point in the school year?”_x000D_ ----_x000D_ 1. 76 to 100 percent_x000D_ 2. 51 to 75 percent_x000D_ 3. 26 to 50 percent_x000D_ 4. 1 to 25 percent_x000D_ 5. 0 percent_x000D_
SPB	29	Question “Which of the following best expresses the likelihood that {CHILD} will continue to receive some level of special education services (through an IEP) in the next school year?”_x000D_ ----_x000D_ 1. Definitely will continue in special education_x000D_ 2. Very likely to continue in special education_x000D_ 3. Likely to continue in special education_x000D_ 4. Unlikely to continue in special education_x000D_ 5. Very unlikely to continue in special education_x000D_ 6. Definitely will not continue in special education (will be dismissed from services)_x000D_

SPB	30	Question “During this school year, to what extent has {CHILD} participated in any gradelevel assessment administered as part of the school's testing program?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Child did not participate in the school's testing or assessment program._x000D_ 2. Child participated in alternate assessments and no regular assessments._x000D_ 3. Child participated in some alternate assessments and some regular assessments._x000D_ 4. Child participated fully in the school's regular testing or assessment program._x000D_ 5. There is no testing or assessment program at this grade level._x000D_
SPB	31	Question “How far in school do you expect {CHILD} to go?"_x000D_ ----_x000D_ 1. Receive less than a high school diploma_x000D_ 2. Graduate from high school_x000D_ 3. Attend a vocational or technical school after high school_x000D_ 4. Attend two or more years of college_x000D_ 5. Finish a four- or five-year college degree_x000D_ 6. Earn a master's degree or equivalent_x000D_ 7. Finish a Ph.D., MD, or other advanced degree_x000D_
SPB	32	Question "Thank you for answering 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."_x000D_ _x000D_ Please click "Finish" to complete your survey for {CHILD} and then check to see if there are any more children assigned to you.”
SPB	51	Question "Thank you for answering 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."

Construct	Research Question	
Receiving special education	SE-RQ2	
Receiving special education	SE-RQ2	
Type and amount of special education services	SE-RQ7	
Other specify text on type and amount of special education services	SE-RQ7	

Type and amount of special education services	SE-RQ7	
Other specify text on type and amount of special education services	SE-RQ7	
When services began	SE-RQ3	
When services began	SE-RQ3	

Transition to Kindergarten	SE-RQ4	
Transition to Kindergarten	SE-RQ4	
Record review	SE-RQ4	

Child's disabilities	SE-RQ2	

Child's disabilities	SE-RQ2	
Child's disabilities	SE-RQ2	

IEP goals	SE-RQ2	
Other specify text on IEP goals		
Special education and related services	SE-RQ2	

Other specify text on special education and related services	SE-RQ2	
Type and amount of special education services	SE-RQ2	
Placement	SE-RQ5	

Type and amount of special education services	SE-RQ2	
Placement	SE-RQ5	
Teaching methods/materials	SE-RQ2	

Teaching methods/materials and Inclusion	SE-RQ2 an SE-RQ5	
Teaching methods/materials	SE-RQ2	
Teaching methods/materials	SE-RQ2	

Teaching methods/materials	SE-RQ2	
Other specify text on teaching methods/materials	SE-RQ2	
Teaching methods/materials	SE-RQ2	

Teacher communication	SE-RQ2	
Teacher communication	SE-RQ2	
Parent communication	SE-RQ8	

Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	

Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	

Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	
Teacher-student closeness/conflict	SE-RQ9	

Teacher-student closeness/conflict	SE-RQ9	
Evaluation for setting goals	SE-RQ1	
Other specify text for evaluation for setting goals	SE-RQ1	

Expectation for meeting goals	SE-RQ7	
Goals met	SE-RQ1	
Goals met	SE-RQ1	

Expectation for meeting goals and inclusion	SE-RQ1, SE-RQ5	
Expected attainment	SE-RQ1	
Thank you to respondent	NA	
Thank you to respondent	NA	

Section	Item #
SPB	1b
SPB	2
SPB	3a
SPB	3aos
SPB	3b

SPB	3bos
SPB	4
SPB	5
SPB	6
SPB	7
SPB	8

SPB	9
SPB	10

SPB	11
SPB	12

SPB	13
SPB	13os
SPB	14

SPB	14os
SPB	15
SPB	16
SPB	17

SPB	18
SPB	19
SPB	20a

SPB	20b
SPB	21a
SPB	21b

SPB	21bos
SPB	22
SPB	23
SPB	24
SPB	25

SPB	26a
SPB	26b
SPB	26c
SPB	26d
SPB	26e

SPB	26f
SPB	26g
SPB	26h
SPB	26i
SPB	26j

SPB	26k
SPB	26l
SPB	26m
SPB	26n
SPB	26o

SPB	27
SPB	27os
SPB	28
SPB	29

SPB	30
SPB	31
SPB	32
SPB	33
SPB	51

Item Wording
Question "Is {CHILD} currently receiving gifted/talented services through an IEP, or has the child received such services during this school year?"_x000D_ _x000D_ InstResp “Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Is {CHILD} currently receiving special education services through an IEP, due to a disability or has the child received such services during this school year?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “In what capacity or capacities do you currently teach or provide services to {CHILD}?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Provide instruction directly to {CHILD}_x000D_ 2. Provide related services directly to {CHILD}_x000D_ 3. Provide consultation services directly to {CHILD}_x000D_ 4. Provide indirect consultation services (for example, consultation to {CHILD}’s teacher)_x000D_ 5. Provide case management_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
Question “In what capacity or capacities have you taught or provided services to {CHILD} using virtual or distance learning in the current school year?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Provide virtual instruction directly to {CHILD}_x000D_ 2. Provide virtual related services directly to {CHILD}_x000D_ 3. Provide virtual consultation services directly to {CHILD}_x000D_ 4. Provide virtual indirect consultation services (for example, consultation to {CHILD}’s teacher, preperation of accessible materials)_x000D_ 5. Provide virtual case management_x000D_ 7. None of the above_x000D_ 91. Other (Please specify):_x000D_

Question "When was {CHILD} first determined eligible for special education or related services?"_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Before kindergarten_x000D_
2. During transitional kindergarten_x000D_
3. During kindergarten_x000D_
4. During transitional first grade_x000D_
5. During first grade_x000D_
6. During second grade_x000D_

Question "Is this the first school year that {CHILD} has been receiving special education services?"_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question ”When did {CHILD} first start receiving special education or related services?” _x000D_
_x000D_
“SaVisible "True"_x000D_
----_x000D_
1. Before kindergarten_x000D_
2. During transitional kindergarten_x000D_
3. During kindergarten_x000D_
4. During transitional first grade_x000D_
5. During first grade_x000D_
6. During second grade_x000D_

Question "To what extent were you involved in planning the transition from last year’s special education program to this year’s special education program for {CHILD}?"_x000D_
----_x000D_
1. Not at all_x000D_
2. Somewhat_x000D_
3. Extensively_x000D_

Question ”To what extent did you communicate with the person(s) who provided special education for {CHILD} last year?"_x000D_
----_x000D_
1. Not at all_x000D_
2. Somewhat_x000D_
3. Extensively_x000D_
4. I provided special education to {CHILD} last year._x000D_

Question "Have you reviewed {CHILD}’s records related to special education services provided before this school year?"_x000D_
----_x000D_
1. Yes_x000D_
2. No, I don't have access to the records._x000D_
3. No, I have access to the records but have not reviewed them._x000D_
4. No, I provided special education to {CHILD} last year._x000D_

Question “What is {CHILD}’s primary disability as identified on the child’s IEP?"_x000D_
_x000D_
InstResp “Please select the category below into which the child’s primary disability fits best. Select only one.”_x000D_
----_x000D_
1. Speech or language impairments_x000D_
2. Specific learning disabilities_x000D_
3. Emotional disturbance_x000D_
4. Intellectual disability_x000D_
5. Developmental delay_x000D_
6. Visual impairments (including blindness)_x000D_
7. Hearing impairments (including deafness)_x000D_
8. Orthopedic impairments_x000D_
9. Other health impairments_x000D_
10. Autism_x000D_
11. Traumatic brain injury_x000D_
12. Deafblindness_x000D_
13. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)_x000D_
14. No classification is given_x000D_

Question “What are {CHILD}’s other disabilities, if any, as identified on the child’s IEP?"_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. No other disabilities_x000D_
2. {Speech or language impairments}_x000D_
3. {Specific learning disabilities}_x000D_
4. {Emotional disturbance}_x000D_
5. {Intellectual disability}_x000D_
6. {Developmental delay}_x000D_
7. {Visual impairments (including blindness)}_x000D_
8. {Hearing impairments (including deafness)}_x000D_
9. {Orthopedic impairments}_x000D_
10. {Other health impairments}_x000D_
11. {Autism}_x000D_
12. {Traumatic brain injury}_x000D_
13. {Deaf-blindness}_x000D_
14. {Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)}_x000D_
15. {No classification is given}_x000D_

Question "During this school year, has {CHILD} received any special education or related services because of attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD)?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During this school year, which of the following describe(s) the IEP goals for {CHILD}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Reading_x000D_
2. Mathematics_x000D_
3. Language Arts_x000D_
4. Science_x000D_
5. Auditory processing_x000D_
6. Listening comprehension_x000D_
7. Oral expression_x000D_
8. Voice/speech articulation_x000D_
9. Language pragmatics_x000D_
10. Social skills_x000D_
11. General appropriateness of behavior_x000D_
12. Adaptive behavior or self-help skills_x000D_
13. Fine motor skills_x000D_
14. Gross motor skills_x000D_
15. Orientation and mobility_x000D_
16. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “During this school year, which of the following related services have been provided through the school to {CHILD}?“_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Audiology_x000D_
2. Counseling services_x000D_
3. Occupational therapy_x000D_
4. Physical therapy_x000D_
5. Psychological services_x000D_
6. Health services_x000D_
7. Social work services_x000D_
8. Special transportation_x000D_
9. Speech or language therapy_x000D_
10. Orientation services_x000D_
11. Mobility services_x000D_
12. Rehabilitation services_x000D_
13. No related services were provided._x000D_
91. Other (Please specify):_x000D_

Question “During this school year, has {CHILD} received any of the following?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Adaptive physical education_x000D_ 2. Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide)_x000D_ 3. Interpreter for the deaf or hard of hearing (oral or sign)_x000D_ 4. Teacher used Braille to provide instruction_x000D_ 5. Child was taught how to use Braille_x000D_ 6. Teacher used American Sign Language to provide instruction_x000D_ 7. Child was taught how to use American Sign Language_x000D_ 8. Teacher used Manual English to provide instruction_x000D_ 9. Child was taught how to use Manual English_x000D_ 10. Teacher used Cued Speech to provide instruction_x000D_ 11. Child was taught how to use Cued Speech_x000D_ 12. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child_x000D_ 13. Tutoring/remediation from special education teacher_x000D_ 14. Training, counseling, and other supports/services provided to child's family_x000D_ 15. None of the above_x000D_
Question “During this school year, has {CHILD}’s primary placement been a general education classroom?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult has {CHILD} received?”_x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-Unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"

Question “Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?”_x000D_
_x000D_
InstResp “Please round to the nearest hour.”_x000D_
_x000D_
Pre-Unit "Hours:"_x000D_
_x000D_
Watermark "Hours per week"

Question “During this school year, what teaching practices and methods have you and/or other special education service providers used with {CHILD}?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Oneonone instruction_x000D_
2. Smallgroup instruction_x000D_
3. Largegroup instruction_x000D_
4. Co-teaching_x000D_
5. Cooperative learning_x000D_
6. Peer tutoring_x000D_
7. Computerbased instruction_x000D_
8. Direct instruction_x000D_
9. Cognitive strategies_x000D_
10. Selfmanagement_x000D_
11. Behavior management_x000D_
12. Instruction received through a sign interpreter_x000D_
13. None of the above_x000D_

Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the general education classroom?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. General education curriculum materials were used without modification._x000D_
2. General education curriculum materials were used with some modifications._x000D_
3. General education curriculum materials were used with substantial modifications._x000D_
4. Speciallydesigned commercial materials were used._x000D_
5. Teacherdesigned materials were used._x000D_
6. Child not in this setting._x000D_

Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the special education classroom or program?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. General education curriculum materials were used without modification._x000D_
2. General education curriculum materials were used with some modifications._x000D_
3. General education curriculum materials were used with substantial modifications._x000D_
4. Speciallydesigned commercial materials were used._x000D_
5. Teacherdesigned materials were used._x000D_
6. Child not in this setting._x000D_

Question “Did {CHILD} use any assistive technologies this year?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During this school year, which of the following assistive technologies and devices has {CHILD} used?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Vans, vehicles_x000D_
2. Wheelchair_x000D_
3. Walker_x000D_
4. White cane_x000D_
5. Electronic with voice output (for example, Touch Talker)_x000D_
6. Electronic without voice output (for example, device with visual display or printed speech output)_x000D_
7. Non-electronic (for example, manual printing board)_x000D_
8. Hearing aids_x000D_
9. FM loops_x000D_
10. TTYs/TDDs_x000D_
11. Cochlear implants_x000D_
12. Realtime captioning_x000D_
13. Braille texts_x000D_
14. Electronic Braille devices_x000D_
15. Digital texts_x000D_
16. Magnifying devices_x000D_
17. Closecaptioned television (CCTV)_x000D_
18. Tape recorder_x000D_
19. Calculator_x000D_
20. Electronic spelling devices_x000D_
21. Used solely by individual child_x000D_
22. Shared with other children_x000D_
23. Reading_x000D_
24. Writing_x000D_
25. Mathematics_x000D_
26. No assistive technologies or devices were used_x000D_
91. Other assistive technologies or devices (Please specify):_x000D_

Question “During this school year, does {CHILD} have a computer, laptop, or word processing device assigned to {him/her} for use full time?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her} program or progress?”_x000D_
----_x000D_
1. Not applicable because I am {CHILD}’s general education teacher_x000D_
2. Not applicable to my work with {CHILD}_x000D_
3. Every day or several times a week_x000D_
4. Once a week or several times a month_x000D_
5. Once a month_x000D_
6. A few times over the school year_x000D_
7. Once during this school year_x000D_
8. Never during this school year_x000D_

Question “On average, how long were the meetings with the general education teacher(s) to discuss {CHILD}'s program or progress?”_x000D_
----_x000D_
1. 1 to 15 minutes_x000D_
2. 16 to 30 minutes_x000D_
3. 31 to 45 minutes_x000D_
4. 46 to 60 minutes_x000D_
5. More than 60 minutes_x000D_

Question “During this school year, approximately how often have you communicated with {CHILD}’s parents about {CHILD}’s program or progress (by phone, in person, or in writing, including e mail)?”_x000D_
----_x000D_
1. Every day or several times a week_x000D_
2. Once a week or several times a month_x000D_
3. Once a month_x000D_
4. A few times over the school year_x000D_
5. Once during this school year_x000D_
6. Never during this school year_x000D_

Question “Now we would like to ask about your relationship with {CHILD}. Below is a series of statements about your relationship with him or her. For each statement, please select the category that most applies to your relationship with {CHILD}. _x000D_
_x000D_
I share an affectionate, warm relationship with this child.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child and I always seem to be struggling with each other.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “If upset, this child will seek comfort from me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child is uncomfortable with physical affection or touch from me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child values his or her relationship with me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “For each statement, please select the category that most applies to your relationship with {CHILD}. _x000D_
_x000D_
When I praise this child, he or she beams with pride.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child spontaneously shares information about himself or herself.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child easily becomes angry at me.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “It is easy to be in tune with what this child is feeling.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “This child remains angry or is resistant after being disciplined.”_x000D_
----_x000D_
1. Definitely does not apply_x000D_
2. Not really_x000D_
3. Neutral, not sure_x000D_
4. Applies sometimes_x000D_
5. Definitely applies_x000D_

Question “For each statement, please select the category that most applies to your relationship with {CHILD}. Dealing with this child drains my energy.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “When this child is in a bad mood, I know we’re in for a long and difficult day.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “This child’s feelings toward me can be unpredictable or can change suddenly.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “This child is sneaky or manipulative with me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_
Question “This child openly shares his or her feelings and experiences with me.”_x000D_ ----_x000D_ 1. Definitely does not apply_x000D_ 2. Not really_x000D_ 3. Neutral, not sure_x000D_ 4. Applies sometimes_x000D_ 5. Definitely applies_x000D_

Question “Now we would like to ask about {CHILD}’s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Psychological_x000D_
2. Speech/language_x000D_
3. Vision_x000D_
4. Hearing_x000D_
5. Learning style_x000D_
6. Motor skills_x000D_
7. Academics_x000D_
8. No evaluations for developing IEP goals were conducted this year_x000D_
91. Other (Please specify):_x000D_

Question “To what extent is {CHILD} expected to achieve the same general education goals as other children at {his/her} grade level this school year?”_x000D_
_x000D_
SaVisible "True"_x000D_
----_x000D_
1. {CHILD} is expected to attain grade level achievement for all of the academic content standards._x000D_
2. {CHILD} is expected to attain grade level achievement for some of the academic content standards._x000D_
3. {CHILD} is expected to attain grade level achievement for only a few of the academic content standards._x000D_
4. {CHILD} is not expected to attain grade level achievement for any of the academic content standards._x000D_
5. There are no academic content standards at this grade level._x000D_

Question “What percentage of {CHILD}’s current IEP goals have been met or nearly met at this point in the school year?”_x000D_
----_x000D_
1. 76 to 100 percent_x000D_
2. 51 to 75 percent_x000D_
3. 26 to 50 percent_x000D_
4. 1 to 25 percent_x000D_
5. 0 percent_x000D_

Question “Which of the following best expresses the likelihood that {CHILD} will continue to receive some level of special education services (through an IEP) in the next school year?”_x000D_ ----_x000D_ 1. Definitely will continue in special education_x000D_ 2. Very likely to continue in special education_x000D_ 3. Likely to continue in special education_x000D_ 4. Unlikely to continue in special education_x000D_ 5. Very unlikely to continue in special education_x000D_ 6. Definitely will not continue in special education (will be dismissed from services)_x000D_
Question “During this school year, to what extent has {CHILD} participated in any grade level assessment administered as part of the school's testing program?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Child did not participate in the school's testing or assessment program._x000D_ 2. Child participated in alternate assessments and no regular assessments._x000D_ 3. Child participated in some alternate assessments and some regular assessments._x000D_ 4. Child participated fully in the school's regular testing or assessment program._x000D_ 5. There is no testing or assessment program at this grade level._x000D_
Question “How far in school do you expect {CHILD} to go?"_x000D_ ----_x000D_ 1. Receive less than a high school diploma_x000D_ 2. Graduate from high school_x000D_ 3. Attend a vocational or technical school after high school_x000D_ 4. Attend two or more years of college_x000D_ 5. Finish a four- or five-year college degree_x000D_ 6. Earn a master's degree or equivalent_x000D_ 7. Finish a Ph.D., MD, or other advanced degree_x000D_
Question "Thank you very much for answering these questions about {CHILD}. Because {CHILD} did not receive special education services during this school year, no additional information is needed._x000D_ _x000D_ Please click "Finish" to complete your survey for {CHILD} and then check to see if there are any more children assigned to you.”
Question "Thank you for answering 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.”

Construct	Research Question
Receiving special education	SE-RQ2
Receiving special education	SE-RQ2
Type and amount of special education services	SE-RQ7
Other specify text on type and amount of special education services	SE-RQ7
Type and amount of special education services	SE-RQ7

Other specify text on type and amount of special education services	SE-RQ7
When services began	SE-RQ3
When services began	SE-RQ3
When services began	SE-RQ3
Transition	SE-RQ4
Transition	SE-RQ4

Record review	SE-RQ4
Child's disabilities	SE-RQ2

Child's disabilities	SE-RQ2
Child's disabilities	SE-RQ2

IEP goals	SE-RQ2
Other specify text for IEP goals	SE-RQ2
Special education and related services	SE-RQ2

Special education and related services	SE-RQ2
Type and amount of special education services	SE-RQ2
Class placement	SE-RQ5
Type and amount of special education services	SE-RQ2

Placement	SE-RQ5
Teaching methods/materials	SE-RQ2
Teaching methods/materials	SE-RQ2 and SE-RQ5

Teaching methods/materials and inclusion	SE-RQ2 and SE-RQ5
Teaching methods/materials	SE-RQ2
Teaching methods/materials	SE-RQ2

Other specify text for teaching methods and materials	SE-RQ2
Teaching methods/materials	SE-RQ2
Teacher communication	SE-RQ2
Teacher communication	SE-RQ2
Parent communication	SE-RQ8

Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9

Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9

Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9

Evaluation for setting goals	SE-RQ1
Other specify text for evaluation for setting goals	SE-RQ1
Expectation for meeting goals	SE-RQ7
Goals met	SE-RQ1

Goals met	SE-RQ1
Expectation for meeting goals and inclusion	SE-RQ1 and SE-RQ5
Expected attainment	SE-RQ1
Thank you to respondent	NA
Thank you to respondent	NA

Section	Item #
SAQ	A1b
SAQ	A2a
SAQ	A2b

SAQ	A2c
SAQ	A2d
SAQ	A3a
SAQ	A3b
SAQ	A3c
SAQ	A4a
SAQ	A4b
SAQ	A4c
SAQ	A4d

SAQ	A5
SAQ	A6

SAQ	A7
SAQ	A7os
SAQ	A8
SAQ	A8os

SAQ	A9
SAQ	A10a
SAQ	A10b
SAQ	A11a1

SAQ	A11a2
SAQ	A11b1
SAQ	A11b2
SAQ	A11c1
SAQ	A11c2

SAQ	A11d1
SAQ	A11d2
SAQ	A11e1
SAQ	A11e2
SAQ	A11f1

SAQ	A11f2
SAQ	A11g1
SAQ	A11g2
SAQ	A12a
SAQ	A12b

SAQ	A12c
SAQ	A13a
SAQ	A13b
SAQ	A13c
SAQ	A13d
SAQ	A13e
SAQ	A14
SAQ	A15a
SAQ	A15b

SAQ	A16a
SAQ	A16b
SAQ	A16c
SAQ	A17
SAQ	A18
SAQ	A19a
SAQ	A19b

SAQ	A19c
SAQ	A19d
SAQ	A20a
SAQ	A20b
SAQ	A20c
SAQ	A21a
SAQ	A21b

SAQ	A22a
SAQ	A22b
SAQ	A23
SAQ	A24a
SAQ	A24b
SAQ	A24c

SAQ	A25a
SAQ	A25b
SAQ	A26a
SAQ	A26b
SAQ	A27a
SAQ	A27b

SAQ	A28
SAQ	A28os
SAQ	A29
SAQ	B1a
SAQ	B1b

SAQ	B1c
SAQ	B1d
SAQ	B1e
SAQ	B1f
SAQ	B1g
SAQ	B1h

SAQ	B1i
SAQ	B1j
SAQ	B2
SAQ	B3a
SAQ	B3b

SAQ	B4a
SAQ	B4b
SAQ	B5
SAQ	B5os
SAQ	B6

SAQ	C1
SAQ	C2
SAQ	C3a
SAQ	C3b

SAQ	C3c
SAQ	C3d
SAQ	C3e
SAQ	C3f
SAQ	C4

SAQ	C5
SAQ	C6a
SAQ	C6b
SAQ	C7
SAQ	C7b
SAQ	C8

SAQ	C8os
SAQ	C9a
SAQ	C9b
SAQ	C9c
SAQ	C10a

SAQ	C10b
SAQ	C10c
SAQ	C10d
SAQ	C10e
SAQ	C10f
SAQ	C10g

SAQ	C10h
SAQ	C11a
SAQ	C11b
SAQ	C11c
SAQ	C11d
SAQ	C11e

SAQ	C11f
SAQ	C11g
SAQ	C11h
SAQ	C11i

SAQ	C12
SAQ	C12os
SAQ	C13
SAQ	C13OS

SAQ	C14a
SAQ	C14b
SAQ	C14c
SAQ	C14d
SAQ	C15
SAQ	C15os
SAQ	C16a

SAQ	C16b
SAQ	C16c
SAQ	C16d
SAQ	C16e
SAQ	C16f
SAQ	C17a

SAQ	C17b
SAQ	C17c
SAQ	C17d
SAQ	C17e
SAQ	C17f

SAQ	C17g
SAQ	C17h
SAQ	C17i
SAQ	C17j
SAQ	C17k

SAQ	C18
SAQ	C19
SAQ	C19os
SAQ	C20
SAQ	D1
SAQ	D2

SAQ	D2OS
SAQ	D3
SAQ	D4
SAQ	D5
SAQ	D6

SAQ	D7
SAQ	D8a
SAQ	D8b
SAQ	D8c
SAQ	D8d

SAQ	D8e
SAQ	D8f
SAQ	D8g
SAQ	D8h
SAQ	D8i

SAQ	D8j
SAQ	D8k
SAQ	D9
SAQ	D9os
SAQ	D10

SAQ	E1
SAQ	E1OS
SAQ	E2
SAQ	E3a
SAQ	E3b

SAQ	E4a
SAQ	E4b
SAQ	E4c
SAQ	E4d

SAQ	E4e
SAQ	E4f
SAQ	E5
SAQ	E6

SAQ	E7a
SAQ	E7b
SAQ	E7c
SAQ	E7d

SAQ	E7e
SAQ	E8
SAQ	E9
SAQ	E9OS
SAQ	E10
SAQ	E10os
SAQ	E11

SAQ	E12
SAQ	E12os
SAQ	E13
SAQ	F1a
SAQ	F1b
SAQ	F2
SAQ	F3a

SAQ	F3b
SAQ	F3c
SAQ	F4
SAQ	F5
SAQ	F6

SAQ	F7a
SAQ	F7b
SAQ	F7c
SAQ	F8
SAQ	F9a

SAQ	F9aOS
SAQ	F9b
SAQ	F10a
SAQ	F10b
SAQ	F10c
SAQ	F10d

SAQ	F11
SAQ	F11os
SAQ	F12
SAQ	G1a1
SAQ	G1a2
SAQ	G1b1

SAQ	G1b2
SAQ	G1c1
SAQ	G1c2
SAQ	G1d1
SAQ	G1d2
SAQ	G1e1
SAQ	G1e2
SAQ	G1f1
SAQ	G1f2

SAQ	G1g1
SAQ	G1g2
SAQ	G1h1
SAQ	G1h2
SAQ	G1i1
SAQ	G1i2
SAQ	G1j1
SAQ	G1j2
SAQ	G1k1
SAQ	G1k2

SAQ	G1l1
SAQ	G1l2
SAQ	G1m1
SAQ	G1m2
SAQ	G1n1
SAQ	G1n2
SAQ	G2

SAQ	G3a1
SAQ	G3a2
SAQ	G3b1
SAQ	G3b2
SAQ	G3c1
SAQ	G3c2

SAQ	G3d1
SAQ	G3d2
SAQ	G3e1
SAQ	G3e2
SAQ	G3f1
SAQ	G3f2
SAQ	G3g1
SAQ	G3g2

SAQ	G4
SAQ	G5
SAQ	G5OS
SAQ	G6
SAQ	G6OS

SAQ	G7a
SAQ	G7b
SAQ	G8a
SAQ	G8b
SAQ	G9a
SAQ	G9b

SAQ	G9c
SAQ	G9d
SAQ	G9e
SAQ	G9eos
SAQ	G10
SAQ	H1
SAQ	H2

SAQ	H3
SAQ	H4
SAQ	H5a
SAQ	H5b
SAQ	H5c
SAQ	H6

SAQ	H7
SAQ	H8
SAQ	H9a
SAQ	H9b
SAQ	H9c
SAQ	H9d
SAQ	H9e

SAQ	H9f
SAQ	H9g
SAQ	H9h
SAQ	H9i
SAQ	H10
SAQ	H11
SAQ	H12

SAQ	H13
SAQ	H14

Item Wording
Question “This section of the survey contains questions about characteristics of your school. How many instructional days will this school provide during this academic year?”_x000D_ _x000D_ InstResp “Please enter a number below. If this is a year-round school, please provide the number of instructional days a given child would attend.”_x000D_ _x000D_ Watermark “Number of Instructional Days”
Question “What are the start dates for this school for the 2021-2022 school year?”_x000D_ _x000D_ Pre-unit “Month school started in 2021”_x000D_ _x000D_ Watermark “Select month”_x000D_ ----_x000D_ 1. January_x000D_ 2. February_x000D_ 3. March_x000D_ 4. April_x000D_ 5. May_x000D_ 6. June_x000D_ 7. July_x000D_ 8. August_x000D_ 9. September_x000D_ 10. October_x000D_ 11. November_x000D_ 12. December_x000D_
Pre-unit “Day school started in 2021”_x000D_ _x000D_ Watermark “Enter day”

Question: What are the end dates for this school for the 2021-2022 school year?”_x000D_
_x000D_
Pre-unit “Month school ends in 2022”_x000D_
_x000D_
Watermark “Select month”_x000D_
----_x000D_
1. January_x000D_
2. February_x000D_
3. March_x000D_
4. April_x000D_
5. May_x000D_
6. June_x000D_
7. July_x000D_
8. August_x000D_
9. September_x000D_
10. October_x000D_
11. November_x000D_
12. December_x000D_

Pre-unit “Day school ends in 2022”_x000D_
_x000D_
Watermark “Enter day”

Question “Approximately, what is the Average Daily Attendance for your school this year?_x000D_
_x000D_
InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_
----_x000D_
1. Answer as percent average daily attendance_x000D_
2. Answer as average number of students attending daily_x000D_

Question “Percent average daily attendance”

Question “Average number of students attending daily”

Question “The following questions ask about enrollment at your school. Enter the approximate number of children for each of the following. _x000D_
_x000D_
Total enrollment in kindergarten in your school around October 1, 2021 or the date nearest to that for which data are available.”

Question “Total enrollment in your school (across all grades) around October 1, 2021, or the date nearest to that for which data are available.”

Question “Number of children who have enrolled in your school since October 1, 2021. If no children have enrolled in your school since October 1, 2021, enter “0.””

Question “Number of children who have left your school since October 1, 2021, and have not returned. If no children have left your school since October 1, 2021, enter “0.””

Question “Select all grade levels included in your school.”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Ungraded_x000D_
2. Prekindergarten_x000D_
3. Transitional (or readiness) kindergarten (TK)_x000D_
4. Kindergarten_x000D_
5. Transitional first (or pre-first) grade_x000D_
6. 1st_x000D_
7. 2nd_x000D_
8. 3rd_x000D_
9. 4th_x000D_
10. 5th_x000D_
11. 6th_x000D_
12. 7th_x000D_
13. 8th_x000D_
14. 9th_x000D_
15. 10th_x000D_
16. 11th_x000D_
17. 12th_x000D_

Question “Which of the following programs does your school currently offer?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Half-day onsite pre-K program_x000D_
2. Full-day onsite pre-K program_x000D_
3. Tuition-based full-day onsite pre-K program_x000D_
4. Half-day kindergarten_x000D_
5. Full-day kindergarten_x000D_
6. Tuition-based full-day kindergarten_x000D_
7. Half-day transitional (or readiness) kindergarten_x000D_
8. Full-day transitional (or readiness) kindergarten_x000D_
9. Tuition-based full-day transitional (or readiness) kindergarten_x000D_
10. Half-day transitional first (or pre-first) grade_x000D_
11. Full-day transitional first (or pre-first) grade_x000D_
12. Tuition-based full-day transitional first (or pre-first) grade_x000D_

Question “How do children qualify for participation in your school’s transitional (or readiness) kindergarten program?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Student age (for example, students who are young for their first-grade cohort)_x000D_
2. Universal to all 5 year olds_x000D_
3. Teacher recommendation_x000D_
4. Parental request_x000D_
5. School readiness score_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “How do children qualify for participation in your school’s transitional first (or pre-first) grade program?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Student age (for example, students who are young for their first-grade cohort)_x000D_
2. Universal to all 5 year olds_x000D_
3. Teacher recommendation_x000D_
4. Parental request_x000D_
5. School readiness score_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “Which of the following characterizes your school?” _x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Regular public school (not including magnet school or school of choice)_x000D_
2. Public magnet school_x000D_
3. Charter_x000D_
4. Catholic_x000D_
5. Catholic school: Diocesan_x000D_
6. Catholic school: Parish_x000D_
7. Catholic school: Private order_x000D_
8. Other private school, religious affiliation_x000D_
9. Private school affiliated by NAIS, no religious affiliation_x000D_
10. Other private school, no religious or NAIS affiliation_x000D_
11. Early childhood center (school/center includes preschool and/or early grades)_x000D_
12. Special education school – primarily serves children with disabilities_x000D_
13. Year-round school_x000D_
14. Bureau of Indian Education (BIE) or tribal school_x000D_

Question “In what year did this school start providing instruction as a public charter school?” _x000D_
_x000D_
InstResp “Enter the year.”_x000D_
_x000D_
Watermark “Enter year”

Question “Which of the following characterizes your public charter school?_x000D_
----_x000D_
1. For profit_x000D_
2. Not for profit_x000D_

Question “Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups?_x000D_
_x000D_
Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race._x000D_
_x000D_
Hispanic or Latino/Latina of any race_x000D_
_x000D_
InstResp “Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%.”_x000D_
_x000D_
Pre-unit: “Number:”_x000D_
_x000D_
Watermark: “Enter number”

Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “ American Indian or Alaska Native, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “ Asian, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”

Question “ Black or African, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “ White, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “Two or more races, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “During this school year, approximately what percentage of students at your school are…” _x000D_ _x000D_ Chronically absent?”_x000D_ _x000D_ Watermark “Enter percentage”_x000D_ _x000D_ “Don’t know”
Question “Homeless?”_x000D_ _x000D_ “Don’t know”

Question “From migrant families?”_x000D_ _x000D_ “Don’t know”
Question “About what percentage of the children enrolled in this school are…_x000D_ _x000D_ From the surrounding neighborhood.”
Question “Bused to achieve equitable access to resources.”
Question “Attending from outside of the surrounding neighborhood to receive a specialized program or service (for example, gifted and talented services, services for children with disabilities, etc.)?”
Question “Categorically eligible for free meals based on their participation in other specific means-tested programs (for example, Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF).”
Question “Attend the school under public school choice.”
Question “How many children are currently enrolled in kindergarten classes?”_x000D_ _x000D_ InstResp “Please include regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade. Enter number.”_x000D_ _x000D_ Watermark “Enter number”
Question “How many of each of the following types of classes do you have in your school?_x000D_ _x000D_ Half-day kindergarten”_x000D_ _x000D_ InstResp “Enter number. If none, please enter “0.”_x000D_ _x000D_ Watermark “Enter number”
Question “Full-day kindergarten”_x000D_ _x000D_ Watermark “Enter number”

Question “By what date did a child need to turn five to enter kindergarten for this school year, 2021-22”_x000D_
_x000D_
InstResp “Enter month, day, and year. If there is no cutoff date, please select that below.”_x000D_
_x000D_
Pre-unit “Month”_x000D_
_x000D_
Watermark “Enter month”_x000D_
_x000D_
“No cutoff date to enter kindergarten”

Pre-unit “Day”_x000D_
_x000D_
Watermark “Enter day”

Pre-unit “Year”_x000D_
_x000D_
Watermark “Enter year”

Question “What days of the week is your school in session?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Monday_x000D_
2. Tuesday_x000D_
3. Wednesday_x000D_
4. Thursday_x000D_
5. Friday_x000D_
6. Saturday_x000D_
7. Sunday_x000D_

Question “The next section is about school-level breakfast and lunch eligibility and participation. Does your school participate in the U.S. Department of Agriculture’s (USDA’s) school breakfast program?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What time is breakfast served at the school?_x000D_
_x000D_
Hour breakfast starts:”

Question “Minutes:”

Question “What time is breakfast served at the school?_x000D_ _x000D_ Hour breakfast ends:”
Question “Minutes:”
Question “How many federally-reimbursable school breakfasts did your school serve at free, reduced price, and paid rates over the entire month of October?_x000D_ _x000D_ Paid school breakfasts”_x000D_ _x000D_ InstResp “Please enter the number. If none, enter ‘0.'”_x000D_ _x000D_ Watermark “Number of breakfasts”
Question “Free school breakfasts”_x000D_ _x000D_ Watermark “Number of breakfasts”
Question “Reduced-price school breakfasts”_x000D_ _x000D_ Watermark “Number of breakfasts”
Question “What is the price of a USDA-reimbursable breakfast for students who pay the full price?”_x000D_ _x000D_ InstResp: Enter the most common price (standard price) if your cafeteria offers breakfast at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_ _x000D_ Pre-unit: “Standard full price dollars”_x000D_ _x000D_ Watermark “Dollars”
Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”

Question “What is the price of a USDA-reimbursable breakfast for students who pay the reduced price?”_x000D_ _x000D_ InstResp: Enter the most common price (standard price) if your cafeteria offers breakfast at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_ _x000D_ Pre-unit: “Reduced price dollars”_x000D_ _x000D_ Watermark “Dollars”
Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”
Question “Does your school participate in the U.S. Department of Agriculture’s (USDA’s) school lunch program?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “How many federally-reimbursable school lunches did your school serve at free, reduced price, and paid rates over the last month?_x000D_ _x000D_ Paid school lunches”_x000D_ _x000D_ InstResp “Please enter the numbers. If none, enter ‘0.'”_x000D_ _x000D_ Watermark “Number of lunches”
Question “Free school lunches”_x000D_ _x000D_ Watermark “Number of lunches”
Question “Reduced-price school lunches”_x000D_ _x000D_ Watermark “Number of lunches”

Question “What is the price of a USDA-reimbursable lunch for students who pay the full price?”_x000D_
_x000D_
InstResp: Enter the most common price (standard price) if your cafeteria offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_
_x000D_
Pre-unit: “Standard full price dollars”_x000D_
_x000D_
Watermark “Dollars”

Question “and”_x000D_
_x000D_
Pre-unit: “Cents”_x000D_
_x000D_
Watermark “Cents”

Question “What is the price of a USDA-reimbursable lunch for students who pay the reduced price?”_x000D_
_x000D_
InstResp: Enter the most common price (standard price) if your cafeteria offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_
_x000D_
Pre-unit: “Reduced price dollars”_x000D_
_x000D_
Watermark “Dollars”

Question “and”_x000D_
_x000D_
Pre-unit: “Cents”_x000D_
_x000D_
Watermark “Cents”

Question “How many children in your school were approved for free or reduced-price meals as of October 1, 2021 or the date nearest to that for which data are available?_x000D_
_x000D_
Free school meals”_x000D_
_x000D_
InstResp “Please enter the numbers. If none, enter ‘0.'”_x000D_
_x000D_
Watermark “Number approved” _x000D_
_x000D_
“All the children in the school were approved.”

Question “Reduced-price meals”_x000D_
_x000D_
Watermark “Number approved” _x000D_
_x000D_
“All the children in the school were approved.”

Question “This section of the survey, School Characteristics, was completed by the school’s…”_x000D_
_x000D_
InstResp “Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable.”_x000D_
----_x000D_
1. Principal/Administrator_x000D_
2. Vice principal_x000D_
3. Counselor_x000D_
4. School administrative personnel_x000D_
5. District administrative personal_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Question “This section of the survey asks questions about your school’s facilities and resources._x000D_
_x000D_
In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?_x000D_
_x000D_
Cafeteria”_x000D_
_x000D_
InstResp: “Select one response for each row.”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Computer lab”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Library/media center”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Art room”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Gymnasium”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Music room”_x000D_
_x000D_
InstResp: “Select one response for each row.”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Playground”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Classrooms”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Auditorium”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “Multi-purpose room”_x000D_
----_x000D_
1. Do not have_x000D_
2. Never adequate_x000D_
3. Often not adequate_x000D_
4. Sometimes not adequate_x000D_
5. Always adequate_x000D_

Question “How many children is this school designed to accommodate?”_x000D_
_x000D_
InstResp “Enter number. If none, enter “0.””_x000D_
_x000D_
Watermark “Number of children”

Question “How many computers in this school are used for…_x000D_
_x000D_
Instructional purposes only?”_x000D_
_x000D_
InstResp “If none, enter “0.'”_x000D_
_x000D_
Watermark “Number of computers”

Question “Both instructional and administrative purposes?”_x000D_
_x000D_
Watermark “Number of computers”

Question “Are desktop computers, laptops, Chromebooks, tablets or other electronic devices with access to local area network (LAN) only…”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Available at your school_x000D_
2. Available for use by kindergartners in your school_x000D_
3. Used for assessments taken by students_x000D_
4. None of the above_x000D_

Question “Are desktop computers, laptops, Chromebooks, tablets or other electronic devices , with access to the internet…”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Available at your school_x000D_
2. Available for use by kindergartners in your school_x000D_
3. Used for assessments taken by students_x000D_
4. None of the above_x000D_

Question “This section of the survey, School Facilities and Resources, was completed by the school’s…”_x000D_
_x000D_
InstResp “Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable.”_x000D_
----_x000D_
1. Principal/Administrator_x000D_
2. Vice principal_x000D_
3. Counselor_x000D_
4. School administrative personnel_x000D_
5. District administrative personal_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Question “The next section of the survey contains questions about school-community-family connections. Are any of the following programs or services for children available to kindergarten children and their families at your school site?”_x000D_
_x000D_
InstResp “Please include programs run by the school and those run by outside groups. _x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. Before-school child care_x000D_
2. Half-day care for children in half-day kindergarten_x000D_
3. After-school child care_x000D_
4. None of the above_x000D_

Question “Are any of the following programs or services for parents and families available at your school site? ”_x000D_
_x000D_
InstResp "Please include programs run by the school and those run by outside groups. Select all that apply.”_x000D_
----_x000D_
1. Parenting education programs (for example, classes on child development, education in being a parent, understanding children with special needs)_x000D_
2. Adult literacy program (including Adult Basic Education)_x000D_
3. Family literacy program_x000D_
4. Health or social services offered collaboratively by service agencies such as hospitals_x000D_
5. Orientation to school setting for new families_x000D_
6. Child care so that parents can attend school parent meetings or events_x000D_
7. Programs to learn English for parents or families whose native language is not English_x000D_
8. None of the above_x000D_

Question “Please indicate how often each of the following activities is provided by your school._x000D_
_x000D_
PTA, PTO, or Parent-Teacher-Student organization meetings”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 to 3 times a year_x000D_
4. 4 to 6 times a year_x000D_
5. 7 or more times a year_x000D_

Question “Reports of child’s performance provided to parents (for example, report cards)"_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 to 3 times a year_x000D_
4. 4 to 6 times a year_x000D_
5. 7 or more times a year_x000D_

Question “Information on the child’s standardized assessment scores provided to parents”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 to 3 times a year_x000D_
4. 4 to 6 times a year_x000D_
5. 7 or more times a year_x000D_

Question “Teacher-parent conferences”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 to 3 times a year_x000D_
4. 4 to 6 times a year_x000D_
5. 7 or more times a year_x000D_

Question “School performances to which parents are invited”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 to 3 times a year_x000D_
4. 4 to 6 times a year_x000D_
5. 7 or more times a year_x000D_

Question “Classroom programs like class plays, book nights, or family math nights”_x000D_
----_x000D_
1. Never_x000D_
2. Once a year_x000D_
3. 2 to 3 times a year_x000D_
4. 4 to 6 times a year_x000D_
5. 7 or more times a year_x000D_

Question “Which of the following does your school use funds raised by your PTA/PTO to support?”._x000D_
_x000D_
InstResp “Please include programs run by the school and those run by outside groups. _x000D_
_x000D_
Select all that apply.”_x000D_
----_x000D_
1. Out of school time programming_x000D_
2. Student tutoring_x000D_
3. Technology (computer labs, Chromebooks, Smartboards, tablets, etc.)_x000D_
4. Arts instruction (musical, visual, dance, dramatic)_x000D_
5. Field trips_x000D_
6. Workshops and other services for parents and caregivers_x000D_
7. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “Does your school or district have a policy limiting the amount of additional funding that can be contributed by your school’s PTA/PTO?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During this school year, how often has your school used the following ways to communicate with all parents?_x000D_
_x000D_
Electronic communication to all parents, such as group emails, electronic newsletters, website postings, “robocalls” (mass automated phone calls), text alerts, or other electronic notices.”_x000D_
----_x000D_
1. Less than once a month or never_x000D_
2. Once a month_x000D_
3. Several times a month_x000D_
4. Once a week_x000D_
5. More than once a week_x000D_

Question “Non-electronic communication to all parents, such as letters, newsletters, personal phone calls, or other non-electronic messages.”_x000D_
----_x000D_
1. Less than once a month or never_x000D_
2. Once a month_x000D_
3. Several times a month_x000D_
4. Once a week_x000D_
5. More than once a week_x000D_

Question “During this school year, has your school used an online tool or website that is available to the general public and that parents can access without a login or password?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During this school year, has your school (or any teacher) used an online tool or website that parents can only access with a login and password to get information about their child, the child’s class, or the school?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which of the following types of information are provided in the online tool or website that parents can only access with a login and password?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Classroom-specific assignments, including homework_x000D_
2. Child- or parent-specific information, such as progress reports between grading periods_x000D_
3. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “Indicate how much you agree or disagree with the following statements about the school’s community and parents. _x000D_ _x000D_ Parents are actively involved in this school’s programs.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “The community served by this school is supportive of its goals and activities.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “Parents of children in this school are welcome to observe classes any time they are in session.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
Question “How much of a problem are the following in the neighborhood where this school is located?_x000D_ _x000D_ Tensions based on racial, ethnic, or religious differences"_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_

Question “Tensions based on economic differences”_x000D_
_x000D_
SaVisible "True"._x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. Not a problem_x000D_

Question “Selling or using drugs or excessive drinking in public”_x000D_
_x000D_
SaVisible "True"._x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. Not a problem_x000D_

Question “Gangs”_x000D_
_x000D_
SaVisible "True"._x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. Not a problem_x000D_

Question “Vacant houses and buildings”_x000D_
_x000D_
SaVisible "True"._x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. Not a problem_x000D_

Question “Violence in the neighborhood”_x000D_
_x000D_
SaVisible "True"._x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. Not a problem_x000D_

Question “Crime in the neighborhood”_x000D_
_x000D_
SaVisible "True"._x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. Not a problem_x000D_

Question “Opioid addiction”_x000D_
_x000D_
SaVisible "True"._x000D_
----_x000D_
1. Big problem_x000D_
2. Somewhat of a problem_x000D_
3. Not a problem_x000D_

Question “To the best of your knowledge how often do the following types of problems occur at your school?
_x000D_
_x000D_
Children bring weapons to school.”_x000D_
----_x000D_
1. Never happens_x000D_
2. Happens on occasion_x000D_
3. Happens at least once a month_x000D_
4. Happens at least once a week_x000D_
5. Happens daily_x000D_

Question “Theft”_x000D_
----_x000D_
1. Never happens_x000D_
2. Happens on occasion_x000D_
3. Happens at least once a month_x000D_
4. Happens at least once a week_x000D_
5. Happens daily_x000D_

Question “Physical conflicts among students”_x000D_
----_x000D_
1. Never happens_x000D_
2. Happens on occasion_x000D_
3. Happens at least once a month_x000D_
4. Happens at least once a week_x000D_
5. Happens daily_x000D_

Question “Children bringing in or using alcohol at school”_x000D_
----_x000D_
1. Never happens_x000D_
2. Happens on occasion_x000D_
3. Happens at least once a month_x000D_
4. Happens at least once a week_x000D_
5. Happens daily_x000D_

Question “Children bringing in or using illegal drugs at school”_x000D_
----_x000D_
1. Never happens_x000D_
2. Happens on occasion_x000D_
3. Happens at least once a month_x000D_
4. Happens at least once a week_x000D_
5. Happens daily_x000D_

Question “Vandalism of school property”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
Question “Student bullying”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
Question “Widespread disorder in classrooms”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
Question “Class cutting”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_

Question “During this school year, which of the following measures has your school implemented to ensure the safety of children?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Require visitors to sign or check in and wear badges_x000D_
2. Require visitors to present photo ID, which is verified, and used to generate badges_x000D_
3. Control access to school buildings during school hours (for example, locked or monitored doors)_x000D_
4. Require metal detector checks on students every day_x000D_
5. Equip classrooms with locks so that doors can be locked from the inside_x000D_
6. Close the campus for most or all students during lunch_x000D_
7. Use one or more random dog sniffs to check for drugs_x000D_
8. Perform one or more random sweeps for contraband (for example, drugs or weapons), not including dog sniffs_x000D_
9. Require students to wear uniforms_x000D_
10. Enforce a strict dress code_x000D_
11. Provide school lockers to students_x000D_
12. Require clear book bags or ban book bags on school grounds_x000D_
13. Have panic buttons or silent alarms that directly connect to law enforcement in the event of an incident_x000D_
14. Provide a structured anonymous threat reporting system (for example, online submission, telephone hotline, or written submission via drop box)_x000D_
15. Require students to wear badges or picture IDs_x000D_
16. Require faculty and staff to wear badges or picture IDs_x000D_
17. Use of one or more security cameras to monitor the outside of the school (for example, entrance(s), or grounds)_x000D_
18. Use of one or more security cameras to monitor the inside of the school (for example, lobby, or the hallways)_x000D_
19. Provide telephones in most classrooms_x000D_
20. Provide two-way radios to any staff_x000D_
21. Security guards, unarmed_x000D_
22. Security guards, armed_x000D_
23. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “Which of the following emergency procedures have your students been drilled on during this school year?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Evacuation_x000D_
2. Lockdown_x000D_
3. Shelter in place_x000D_
4. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “During this school year, how many days were school activities disrupted due to implementation of the following emergency procedures (not drills)? _x000D_
_x000D_
Evacuation”_x000D_
_x000D_
InstResp “Enter the number of days.”

Question “Lockdown”

Question “Shelter in place”

Question “Other emergency procedures: {C13OS}”

Question “Does your school implement any of the following policies and practices related to technology use?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Policy prohibiting student use of cell phones and text messaging devices during school hours_x000D_
2. Policy limiting student access to social media (network and computers)_x000D_
3. Practice of web-based instruction_x000D_
4. Practice of blended learning_x000D_
5. Practice of providing digital devices (for example, laptop, Chromebook, tablet, etc.) to each student_x000D_
6. Policy limiting amount of screen time students experience in classes_x000D_
7. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “To what extent is each of the following a problem in this school? _x000D_
_x000D_
Student tardiness”_x000D_
----_x000D_
1. Serious problem_x000D_
2. Moderate problem_x000D_
3. Minor problem_x000D_
4. Not a problem_x000D_

Question “Student absenteeism”_x000D_
----_x000D_
1. Serious problem_x000D_
2. Moderate problem_x000D_
3. Minor problem_x000D_
4. Not a problem_x000D_

Question “Student aggressive or disruptive behavior”_x000D_
----_x000D_
1. Serious problem_x000D_
2. Moderate problem_x000D_
3. Minor problem_x000D_
4. Not a problem_x000D_

Question “Teacher absenteeism”_x000D_
----_x000D_
1. Serious problem_x000D_
2. Moderate problem_x000D_
3. Minor problem_x000D_
4. Not a problem_x000D_

Question “Teacher turnover”_x000D_
----_x000D_
1. Serious problem_x000D_
2. Moderate problem_x000D_
3. Minor problem_x000D_
4. Not a problem_x000D_

Question “Overcrowding”_x000D_
----_x000D_
1. Serious problem_x000D_
2. Moderate problem_x000D_
3. Minor problem_x000D_
4. Not a problem_x000D_

Question “During the past year, to what extent did any of the following changes occur at your school?
_x000D_
_x000D_
Funding levels decreased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Enrollment increased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Enrollment decreased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “The number of students receiving free or reduced-price lunch increased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Student mobility increased (that is, the number of students transferring in and out of the school increased)”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “There has been a reduction in staffing”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Class sizes increased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Class sizes decreased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Salaries increased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Salaries decreased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “Number of English language learners (ELL) increased”_x000D_
----_x000D_
1. Not at all_x000D_
2. Small extent_x000D_
3. Moderate extent_x000D_
4. Large extent_x000D_

Question “During the past year, were changes made to your school’s assigned attendance area?"_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “This section of the survey, School Characteristics, was completed by the school’s…”_x000D_
_x000D_
InstResp “Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable.”_x000D_
----_x000D_
1. Principal/Administrator_x000D_
2. Vice principal_x000D_
3. Counselor_x000D_
4. School administrative personnel_x000D_
5. District administrative personal_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Question “The next items ask about your school’s policies and practices in specific areas. Are any children given a readiness or placement test before or shortly after entering kindergarten?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “How are the results of these readiness or placement tests used at your school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. To determine eligibility for enrollment when a child is below the cut-off age for kindergarten_x000D_
2. To determine children's class placements_x000D_
3. To identify children who may need additional testing (for example, for a learning problem)_x000D_
4. To help teachers individualize instruction_x000D_
5. To support a recommendation that a child delay entry for an additional year_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question “During this school year, have any of the following programs been implemented at this school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Multi-Tiered System of Support (MTSS)_x000D_
2. Social-Emotional Learning (SEL) program_x000D_
3. Positive Behavior Interventions and Supports (PBIS)_x000D_
4. Violence prevention program_x000D_
5. School climate and community program_x000D_
6. None of the above_x000D_

Question “Which of the following statements describe your school’s promotion and retention practices or policies for kindergartners?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Children can be retained in kindergarten._x000D_
2. Children can be promoted in kindergarten._x000D_
3. This school has a formal retention policy._x000D_
4. This school has a formal promotion policy._x000D_
5. None of the above_x000D_

Question “Which of the following statements describe your school’s retention practices or policies for retaining kindergartners?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Kindergartners can be retained for maturational reasons (for example, social/emotional immaturity)._x000D_
2. Kindergartners can be retained at the request of their parents._x000D_
3. Kindergartners can be retained due to academic deficiencies (for example, below grade level)._x000D_
4. Kindergartners can be retained due to failing a schoolwide standardized test._x000D_
5. Kindergartners can be retained more than once in kindergarten._x000D_
6. Kindergartners can be retained without parents’ permission._x000D_
7. Kindergartners with disabilities can be retained._x000D_
8. None of the above_x000D_

Question “How many kindergarten children were retained last school year?”

Question “During this school year, were any children in your school assigned in-school or out of school suspension?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “During this school year, how many children in your school who were assigned in-school or out of school suspension were…_x000D_
_x000D_
Male”_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “Female”_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “English Language Learners”_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “Students with disabilities”_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “Hispanic or Latino/Latina of any race”_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

American Indian or Alaska Native, non-Hispanic"_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “Asian, non-Hispanic"_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “Black or African American, non-Hispanic"_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “Native Hawaiian or Other Pacific Islander, non-Hispanic"_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “White, non-Hispanic"_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “Two or more races, non-Hispanic"_x000D_
----_x000D_
1. None_x000D_
2. A few_x000D_
3. A quarter_x000D_
4. About half_x000D_
5. More than half_x000D_
6. All or almost all_x000D_
7. Not applicable - Student type not at this school_x000D_

Question “This section of the survey, School Characteristics, was completed by the school’s…”_x000D_
_x000D_
InstResp “Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable.”_x000D_
----_x000D_
1. Principal/Administrator_x000D_
2. Vice principal_x000D_
3. Counselor_x000D_
4. School administrative personnel_x000D_
5. District administrative personal_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Question “The next section contains questions about your school’s programs for particular populations. During this school year, did this school provide any of the following services for students experiencing housing insecurity or homelessness?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Referrals to shelter or safe housing_x000D_
2. Crisis intervention services_x000D_
3. Access to showers, toiletries, and hygiene supplies_x000D_
4. Access to laundry_x000D_
5. Foor for students outside of school day_x000D_
6. Not applicable – This school did not provide any of the services listed above._x000D_
91. Other (Please specify):_x000D_

Question “Do any of the children in this school come from a home where a language other than English is spoken?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “What percentage of children in this school and in kindergarten are English language learners (ELL)?
_x000D_
_x000D_
ELL among all students in school_x000D_
_x000D_
InstResp “Enter percent”_x000D_
_x000D_
Watermark “Percent ELL”

Question “ELL among all students in kindergarten, including transitional kindergarten and transitional first grade”_x000D_
_x000D_
Watermark “Percent ELL”

Question “What percentage of kindergarten children receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?_x000D_ _x000D_ Percent receiving ESL instruction_x000D_ _x000D_ In regular classroom”_x000D_ _x000D_ InstResp: Enter "0" if instruction is not provided or if instruction is provided but no kindergartners receive the instruction._x000D_ _x000D_ Watermark “Enter percent”
Question “In pull-out setting”_x000D_ _x000D_ 'Watermark “Enter percent”
Question “Percent receiving bilingual instruction _x000D_ _x000D_ In regular classroom”_x000D_ _x000D_ Watermark “Enter percent”
Question “In pull-out setting”_x000D_ _x000D_ Watermark “Enter percent”

Question “Percent receiving dual-language instruction_x000D_
_x000D_
In regular classroom”_x000D_
_x000D_
Watermark “Enter percent”

Question “In pull-out setting”_x000D_
_x000D_
Watermark “Enter percent”

Question “Please indicate which of the following services are provided to families of children from households where a language other than English is spoken.”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Translators are made available to parents for parent/teacher and parent/school staff meetings and/or meetings are conducted in the parents' non-English language_x000D_
2. Translation of written communications are provided to these families_x000D_
3. Home visits are made to families of these children_x000D_
4. An outreach worker assists in enrolling these children when first entering school_x000D_
5. The school conducts special parent meetings for families from a non-English background_x000D_
6. None of the above_x000D_

Question “Are there any children with disabilities in this school receiving special education on any of the following plans?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Individualized Education Program (IEP)_x000D_
2. 504 plans based on section 504 of the Rehabilitation Act_x000D_
3. Neither of these_x000D_

Question “Approximately what percentage of your kindergartners is in each of the following instructional programs?”_x000D_ _x000D_ Special education (with Individualized Education Program (IEP)”_x000D_ _x000D_ InstResp “Enter percent.”_x000D_ _x000D_ “Not offered in kindergarten”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”
Question “Approximately what percentage of your kindergartners is in each of the following instructional programs?”_x000D_ _x000D_ Accommodations through a 504 plan”_x000D_ _x000D_ InstResp “Enter percent.”_x000D_ _x000D_ “Not offered in kindergarten”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”
Question “{Approximately what percentage of your kindergartners is in each of the following instructional programs?}_x000D_ _x000D_ Reading instruction for students performing below grade level in reading”_x000D_ _x000D_ {InstResp “Enter percent.”}_x000D_ _x000D_ “Not offered in kindergarten”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”
Question “Math instruction for students performing below grade level in math”_x000D_ _x000D_ “Not offered in kindergarten”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”

Question “A gifted and talented program”_x000D_
_x000D_
“Not offered in kindergarten”_x000D_
_x000D_
“Not offered in any grade”_x000D_
_x000D_
Watermark “Enter percent”

Question “Since the beginning of this school year, how many students have been newly evaluated at your school to determine if they are eligible for an IEP?”_x000D_
_x000D_
Watermark “Number of students”

Question “How are students identified for gifted and talented programs at this school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Universal screening_x000D_
2. Teacher referral_x000D_
3. None of the above_x000D_
4. Other (Please specify):_x000D_

Question “How are students identified for special education programs at this school?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Universal screening_x000D_
2. Teacher referral_x000D_
3. None of the above_x000D_
4. Other (Please specify):_x000D_

Question “Where are children with Individual Education Programs (IEPs) typically served in this school?”_x000D_
----_x000D_
1. Children with IEPs are not served in this school_x000D_
2. Children with IEPs typically spend most of their day in separate classes_x000D_
3. Children with IEPs typically spend most of their day in the regular classroom_x000D_

Question “This section of the survey, School Characteristics, was completed by the school’s…”_x000D_
_x000D_
InstResp “Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable.”_x000D_
----_x000D_
1. Principal/Administrator_x000D_
2. Vice principal_x000D_
3. Counselor_x000D_
4. School administrative personnel_x000D_
5. District administrative personal_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Question “This set of questions is for public schools. Please confirm whether your school is public or private.”_x000D_
----_x000D_
1. Public_x000D_
2. Private_x000D_

Question “The next set of items pertain to the provisions of the Every Student Succeeds Act (ESSA), including funding under Titles I and III. _x000D_
_x000D_
Did your school receive Federal Title I funds for this school year?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Is your school operating a Title I targeted assistance or schoolwide program?”_x000D_
----_x000D_
1. Targeted assistance program_x000D_
2. Schoolwide program_x000D_

Question “Does your school’s Title I program serve children in the following grades?_x000D_
_x000D_
Prekindergarten and/or transitional (readiness) kindergarten”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Kindergarten”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Transitional first (or pre-first) grade”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Does your school use Title I funds for any of the following purposes?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. To serve children in a pull-out setting_x000D_
2. To serve children in an in-class setting_x000D_
3. To reduce class size_x000D_
4. To provide extended time learning opportunities before and/or after school for children_x000D_
5. To provide professional development activities_x000D_
6. To provide family literacy services_x000D_
7. To provide summer learning opportunities_x000D_
8. None of the above_x000D_

Question “Did your school receive Federal Title III funds for this school year?”_x000D_
_x000D_
InstResp “Title III is for “Language Instruction for Limited English Proficient and Immigrant Students.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Does your school use Title III funds for any of the following purposes?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. To serve children in a pull-out setting for second language instruction_x000D_
2. To serve children in an in-class setting for second language instruction_x000D_
3. To provide extended time learning opportunities before and/or after school for children_x000D_
4. To improve the entire educational program through a schoolwide program_x000D_
5. To provide professional development activities for teachers who serve English language learners_x000D_
6. To provide family literacy services (usually done out of Title III immigrant funds)_x000D_
7. To provide summer learning opportunities_x000D_
8. To provide student support in the student's home language for second language instruction_x000D_
9. None of the above_x000D_

Question “Does your school’s Title III program serve children in the following grades?_x000D_
_x000D_
Prekindergarten and/or transitional (readiness) kindergarten”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Kindergarten”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “Transitional first (or pre-first) grade”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_
3. Not applicable_x000D_

Question “The next items address federal requirements. At the end of the LAST school year (2020-21), what was this school’s status?”_x000D_
----_x000D_
1. Unclassified_x000D_
2. Comprehensive improvement_x000D_
3. Targeted support_x000D_

Question “Which of the following actions has this school taken, in response to the need for improvement?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Developed or revised a two-year school improvement plan_x000D_
2. Offered students the choice to transfer to another public school_x000D_
3. Offered supplemental educational services to students from low-income families_x000D_
4. Replaced school staff_x000D_
5. Implemented a new curriculum based on scientifically based research_x000D_
6. Extended the school day or school year_x000D_
7. Appointed an outside expert to advise the school on its progress_x000D_
8. Reorganized the school internally_x000D_
9. None of the above_x000D_
10. Other (Please specify):_x000D_

Question “This set of questions is about grade 3 students. Does this school have grade 3 students?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question “Based on recent state assessments what percentage of the grade 3 students in your school in the prior school year (2020-21) scored “proficient” or above in the following subjects?_x000D_ _x000D_ Reading or verbal skills”_x000D_ _x000D_ InstResp: Enter percentage. _x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””
Question “Mathematics or quantitative skills”_x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””
Question “Science”_x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””
Question “English language proficiency for English Language Learners”_x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””

Question “This section of the survey, School Characteristics, was completed by the school’s…”_x000D_
_x000D_
InstResp “Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable.”_x000D_
----_x000D_
1. Principal/Administrator_x000D_
2. Vice principal_x000D_
3. Counselor_x000D_
4. School administrative personnel_x000D_
5. District administrative personal_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Question “The next set of questions are about characteristics of staff at your school. Approximately how many staff members does your school currently have in the following categories?_x000D_
_x000D_
Regular classroom teachers”_x000D_
_x000D_
InstResp: “Please enter the number of staff members who work full time at your school and the number of staff who work part time at your school. If a staff member is shared with other schools, count that person as ‘part time’ in your school. Place each staff member in only one staff category. If a staff member fits more than one category, pick the category most descriptive of his/her work. If there are no staff in your school in a category, enter “0.””_x000D_
_x000D_
Pre-unit: “Number who work full time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Pre-unit: “Number who work part time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Question “ESL/Bilingual education/dual-language immersion/ELL instruction teachers”_x000D_
_x000D_
Pre-unit: “Number who work full time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Drama, music, or art teachers”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Gym/PE or health teachers”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Special education and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.)”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Paraprofessionals (for example, classroom aides)”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”

Question “Teachers of gifted/talented students”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Reading specialists and interventionists”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “Math specialists and interventionists”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “School nurses or health professionals”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Question “School psychologists and social workers”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”

Question “Counselors (for example, guidance or academic counselors)”_x000D_
_x000D_
Pre-unit: “Number who work full time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Pre-unit: “Number who work part time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Library media specialists/librarians”_x000D_
_x000D_
Pre-unit: “Number who work full time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Pre-unit: “Number who work part time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Computer/technology teachers or support staff ”_x000D_
_x000D_
Pre-unit: “Number who work full time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Pre-unit: “Number who work part time in this school:”_x000D_
_x000D_
Watermark: “Enter number”

Question “Does your school currently have any staff members who do the following as their primary role or one of their primary roles?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction_x000D_
2. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction_x000D_
3. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports_x000D_
4. A school staff member who supports teachers in collecting, organizing, and managing assessment data_x000D_
5. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction_x000D_
6. None of the above_x000D_

Question “What percentage of your part-time and full-time teachers, including regular classroom, ELL/Bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?_x000D_ _x000D_ Hispanic or Latino/Latina of any race”_x000D_ _x000D_ InstResp “Enter number or percentage. Enter “0” if your school has no teachers of that racial/ethnic group. The total on the percent column should add to 100%.”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “American Indian or Alaska Native, non-Hispanic"_x000D_ _x000D_ InstResp: Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%._x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “Asian, non-Hispanic”_x000D_ _x000D_ InstResp: Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%._x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”

Question “Black or African American, non-Hispanic”_x000D_ _x000D_ InstResp: Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%._x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “White, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
Question “Two or more races, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”

Question “What is the average starting salary for full-time first year teachers in your school?”_x000D_
_x000D_
InstResp “Please round to the nearest dollar.”

Question “What is the lowest annual base salary currently paid to full-time teachers in your school?”_x000D_
----_x000D_
1. Less than $25,000_x000D_
2. $25,000 to $35,000_x000D_
3. $35,001 to $45,000_x000D_
4. $45,001 to $55,000_x000D_
5. $55,001 to $65,000_x000D_
6. $65,001 to $75,000_x000D_
7. $75,001 to $85,000_x000D_
8. $85,001 to $95,000_x000D_
9. $95,001 to $105,000_x000D_
10. $105,001 to $115,000_x000D_
11. $115,001 to $125,000_x000D_
91. More than $125,000 (Please specify):_x000D_

Question “What is the highest annual base salary currently paid to full-time teachers in your school?”_x000D_
----_x000D_
1. Less than $25,000_x000D_
2. $25,000 to $35,000_x000D_
3. $35,001 to $45,000_x000D_
4. $45,001 to $55,000_x000D_
5. $55,001 to $65,000_x000D_
6. $65,001 to $75,000_x000D_
7. $75,001 to $85,000_x000D_
8. $85,001 to $95,000_x000D_
9. $95,001 to $105,000_x000D_
10. $105,001 to $115,000_x000D_
11. $115,001 to $125,000_x000D_
91. More than $125,000 (Please specify):_x000D_

Question “Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for..._x000D_
_x000D_
Improved student performance on state tests?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Reaching target goals on state tests?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Please indicate the number of regular classroom teachers who have joined or left your school since the start of the school year._x000D_
_x000D_
Number of regular classroom teachers who have started teaching in your school since the start of the school year._x000D_
_x000D_
InstResp “Enter in the approximate numbers. If no teachers have left or started your school during the school year, enter “0.”"

Question “Number of regular classroom teachers who have left your school since the start of the school year, and have not returned.”

Question “Indicate how much you agree or disagree with the following statements about your school and staff."_x000D_
_x000D_
InstResp “Mark one response on each row.”_x000D_
_x000D_
“There is consensus among administrators and teachers on goals and expectations.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “We have an active professional development program for teachers.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “Teachers are very active in planning staff development activities in this school.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “There is adequate time for teacher professional development.”_x000D_
----_x000D_
1. Strongly disagree_x000D_
2. Disagree_x000D_
3. Neither agree nor disagree_x000D_
4. Agree_x000D_
5. Strongly agree_x000D_

Question “This section of the survey, School Characteristics, was completed by the school’s…”_x000D_
_x000D_
InstResp “Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable.”_x000D_
----_x000D_
1. Principal/Administrator_x000D_
2. Vice principal_x000D_
3. Counselor_x000D_
4. School administrative personnel_x000D_
5. District administrative personal_x000D_
6. None of the above_x000D_
91. Other (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Question “The next section is designed to be answered only by the school administrator, and is linked to your unique PIN. Designees who may be selected to complete other sections of this survey on your behalf, do not have access to this section. This is to ensure that your responses in this section are private. What is your gender?”_x000D_
----_x000D_
1. Male_x000D_
2. Female_x000D_

Question “In what year were you born?”_x000D_
_x000D_
Watermark: “Enter year”

Question “Are you Hispanic or Latino/Latina?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question “Which best describes your race?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. American Indian or Alaska Native_x000D_
2. Asian_x000D_
3. Black or African American_x000D_
4. Native Hawaiian or Other Pacific Islander_x000D_
5. White_x000D_

Question “How many years of experience do you have in each of the following positions, including years in which you worked part time?_x000D_
_x000D_
Years as a teacher before becoming a school administrator or principal”_x000D_
_x000D_
InstResp: “Enter number of years to the nearest full school year. If this is your first year, write "1."”_x000D_
_x000D_
Watermark: “Enter years”

Question “Total number of years as a school administrator or principal at any school”_x000D_
_x000D_
InstResp: “Enter number of years.”_x000D_
_x000D_
Watermark: “Enter years”

Question “Number of years as a school administrator or principal at this school”_x000D_
_x000D_
InstResp: “Enter number of years.”_x000D_
_x000D_
Watermark: “Enter years”

Question “Through which of the following types of training programs did you receive preparation for fulfilling your role as a school administrator?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Traditional university-based training certification program_x000D_
2. District-based training program (for example, the Boston's Lynch-BPS Principal Fellowship, New York City Leadership Academy’s Aspiring Principals Program, Chicago’s LAUNCH program)_x000D_
3. City-based training program (for example, Cleveland’s First Ring Leadership Academy)_x000D_
4. State-based training program (for example, New Jersey EXCEL)_x000D_
5. Training and/or certification program run by a national non-profit organization (for example, KIPP School Leadership Program, New Leaders)_x000D_
6. Another school administration preparation program_x000D_
7. None of the above_x000D_

Question “What is the highest level of education you have completed?”_x000D_
----_x000D_
1. High school diploma or equivalent/GED_x000D_
2. Associate’s degree_x000D_
3. Bachelor’s degree_x000D_
4. At least one year of coursework beyond a Bachelor’s degree but not a graduate degree_x000D_
5. Master’s degree_x000D_
6. Education specialist or professional diploma based on at least one year of course work past a Master’s degree level_x000D_
7. Doctorate or an advanced professional degree beyond a Master’s degree (for example, EdD, PhD, JD, or MD)_x000D_

Question “What was your major field(s) of study in the highest degree you completed?”_x000D_
_x000D_
InstResp “Select all that apply.”_x000D_
----_x000D_
1. Early childhood education_x000D_
2. Elementary education_x000D_
3. Education administration/management_x000D_
4. Special education_x000D_
5. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)_x000D_
6. Non-education major (such as history, English, etc.)_x000D_
7. None of the above_x000D_

Question “Please estimate how many hours you spend on average each week on the following activities._x000D_
_x000D_
Working with teachers on instructional issues”_x000D_
_x000D_
InstResp “Enter number of hours.”_x000D_
_x000D_
Watermark: “Enter hours”

Question “Internal school management (weekly calendars, vendors, office, memos, etc., including work with administrative and support staff)” _x000D_
_x000D_
Watermark: “Enter hours”

Question “Student discipline (including working with students directly and working with teachers to address student behavioral issues)” _x000D_
_x000D_
Watermark: “Enter hours”

Question “Student attendance” _x000D_
_x000D_
Watermark: “Enter hours”

Question “Monitoring hallways, playground, lunchroom, etc.” _x000D_
_x000D_
Watermark: “Enter hours”

Question “Teaching” _x000D_
_x000D_
Watermark: “Enter hours”

Question “Talking and meeting with parents” _x000D_
_x000D_
Watermark: “Enter hours”

Question “Meeting with students” _x000D_
_x000D_
Watermark: “Enter hours”

Question “Paperwork required by local, state, or federal authorities”_x000D_
_x000D_
Watermark: “Enter hours”

Question “What is your best estimate of the percentage of children at this school you know by name?”_x000D_
----_x000D_
1. Nearly every child_x000D_
2. 76% or more_x000D_
3. 51% to 75%_x000D_
4. 26% to 50%_x000D_
5. 25% or less_x000D_

Question "During school hours, do you speak a language other than English with students at your school whose native language is not English?.”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "Do you speak a language other than English with students’ families whose native language is not English?”_x000D_
----_x000D_
1. Yes_x000D_
2. No_x000D_

Question "What language(s) other than English do you speak with students at your school or with their families?”_x000D_
_x000D_
InstResp: “Select all that apply.”_x000D_
----_x000D_
1. Spanish_x000D_
2. A European language other than Spanish such as French, German, or Russian_x000D_
3. A Chinese language or dialect_x000D_
4. A Filipino language_x000D_
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_
6. A South Asian language such as Hindi or Tamil_x000D_
7. Another Asian language such as Japanese or Korean_x000D_
8. A Middle Eastern language such as Arabic or Farsi_x000D_
9. An African language such as Swahili or Amharic_x000D_
10. None of the above_x000D_
91. Other language (Please specify):_x000D_

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions.”

Construct	Research Question
Length of school year	SA-RQ5
Length of school year	SA-RQ5
Length of school year	SA-RQ5

Length of school year	SA-RQ5
Length of school year	SA-RQ5
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3

School type	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3

School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
Other specify text for school programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
Other specify text for school programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3

School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Enrollment and attendance	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3

Entry age for kindergarten	SA-RQ3
Entry age for kindergarten	SA-RQ3
Entry age for kindergarten	SA-RQ3
Information on school week (days and length of each day)	SA-RQ3
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

Principal's years in the role of principal	SA-RQ13
Other specify for principal's years in the role of principal	SA-RQ13
Thank you to respondent	NA
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3
Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3

Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3
Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3
Principal's years in the role of principal	SA-RQ13
Other specify for principal's years in the role of principal	SA-RQ13
Thank you to respondent	NA

Programs or services for children on the school site	SA-RQ7
School-based programs or services for parents and families (e.g. parenting education, adult literacy, and family literacy programs for families whose first language is not English)	SA-RQ7
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6

Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6

Limits on contributions of school parent teacher organizations	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6

Other specify for communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6 SA-RQ9
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6 SA-RQ9
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10

Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10

Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10

School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10

School-safety measures and drills	SA-RQ10
Other specify for school-safety measures and drills	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10

Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
School policy regarding technology use	SA-RQ3
Other specify for school policy regarding technology use	SA-RQ3
School climate	SA-RQ10

School climate	SA-RQ10
School climate	SA-RQ10
School climate	SA-RQ10
School climate	SA-RQ10
School climate	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10

Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10

Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10

Recent changes at the school. (e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13
Thank you to respondent	NA
Kindergarten readiness/placement testing	SA-RQ4
Kindergarten readiness/placement testing	SA-RQ4

Other specify for Kindergarten readiness/placement testing	SA-RQ4
Programs to support positive student behavior (e.g. MTSS, SEL, PBIS)	SA-RQ7 SA-RQ12
Retention policies and practices	SA-RQ3 SA-RQ12
Retention policies and practices	SA-RQ3 SA-RQ12
Retention policies and practices	SA-RQ3 SA-RQ12

Retention policies and practices	SA-RQ3 SA-RQ12
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3

Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
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Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Principal's years in the role of principal	SA-RQ13
Other specify Principal's years in the role of principal	SA-RQ13
Thank you to respondent	NA

Services provided to students experiencing homelessness or housing insecurity	SA-RQ3 SA-RQ7
Other specify for services provided to students experiencing homelessness or housing insecurity	SA-RQ3 SA-RQ7
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ8
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12

Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12

Programs for gifted and talented children	SA-RQ3 SA-RQ12
Idetnfication of students for special eduction	SA-RQ3 SA-RQ4
Identification of students for gifted and talented program	SA-RQ3 SA-RQ4
Other specify for identification of students for gifted and talented program	SA-RQ3 SA-RQ4
Identification of students for special education	SA-RQ3 SA-RQ4 SA-RQ12
Other specify for identification of students for special education	SA-RQ3 SA-RQ4 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ1 SA-RQ3 SA-RQ12

Principal's years in the role of principal	SA-RQ13
Other specify for principal's years in the role of principal	SA-RQ13
Thank you to respondent	NA
School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
Receipt of Title I and Title III funding	SA-RQ1
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2

Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Receipt of Title I and Title III funding	SA-RQ1 SA-RQ2
Services and programs/ Title III, including services for kindergartners	SA-RQ1 SA-RQ2

Services and programs/ Title III, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title III, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title III, including services for kindergartners	SA-RQ1 SA-RQ2
School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1
School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1

Other specify for school status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1
Enrollment and attendance	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3

Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13
Thank you to respondent	NA
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

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Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10

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The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10

Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Other specify for teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10

Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Teacher mobility	SA-RQ10
Teacher mobility	SA-RQ10
School climate	SA-RA3 SA-RQ10
School climate	SA-RA3 SA-RQ10

School climate	SA-RA3 SA-RQ10
School climate	SA-RA3 SA-RQ10
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13
Thank you to respondent	NA
Principal’s sex, age, and race/ethnicity	SA-RQ13
Principal’s sex, age, and race/ethnicity	SA-RQ13

Principal’s sex, age, and race/ethnicity	SA-RQ13
Principal’s sex, age, and race/ethnicity	SA-RQ13
Principal’s years in the role of teacher	SA-RQ13
Principal’s years in the role of principal	SA-RQ13
Principals' years at the study school	SA-RQ13
Principal’s formal education	SA-RQ13

Principal’s formal education	SA-RQ13
Principal’s formal education	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13

Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s familiarity with students	SA-RQ13
Principal’s familiarity with students	SA-RQ13
Principal’s familiarity with students	SA-RQ13

Use of language other than English with students and families	SA-RQ13 SA-RQ8
Thank you to respondent	NA

Section	Item #	Item Wording
SAQ	A1b	Question “This section of the survey contains questions about characteristics of your school. How many instructional days will this school provide during this academic year?”_x000D_ _x000D_ InstResp “Please enter a number below. If this is a year-round school, please provide the number of instructional days a given child would attend.”_x000D_ _x000D_ Watermark “Number of Instructional Days”
SAQ	A2a	Question “What are the start dates for this school for the 2021-22 school year?”_x000D_ _x000D_ Pre-unit “Month school started in 2021”_x000D_ _x000D_ Watermark “Select month”_x000D_ ----_x000D_ 1. January_x000D_ 2. February_x000D_ 3. March_x000D_ 4. April_x000D_ 5. May_x000D_ 6. June_x000D_ 7. July_x000D_ 8. August_x000D_ 9. September_x000D_ 10. October_x000D_ 11. November_x000D_ 12. December_x000D_
SAQ	A2b	Pre-unit “Day school started in 2021”_x000D_ _x000D_ Watermark “Enter day”

SAQ	A2c	Question: What are the end dates for this school for the 2021-22 school year?”_x000D_ _x000D_ Pre-unit “Month school ends in 2022”_x000D_ _x000D_ Watermark “Select month”_x000D_ ----_x000D_ 1. January_x000D_ 2. February_x000D_ 3. March_x000D_ 4. April_x000D_ 5. May_x000D_ 6. June_x000D_ 7. July_x000D_ 8. August_x000D_ 9. September_x000D_ 10. October_x000D_ 11. November_x000D_ 12. December_x000D_
SAQ	A2d	Pre-unit “Day school ends in 2022”_x000D_ _x000D_ Watermark “Enter day”
SAQ	A3a	Question “Approximately, what is the Average Daily Attendance for your school this year?_x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Answer as percent average daily attendance_x000D_ 2. Answer as average number of students attending daily_x000D_
SAQ	A3b	Question “Percent average daily attendance”
SAQ	A3c	Question “Average number of students attending daily”
SAQ	A5a	Question “The following questions ask about enrollment at your school. Enter the approximate number of children for each of the following. _x000D_ _x000D_ Total enrollment in your school (across all grades) around October 1, 2021 or the date nearest to that for which data are available.”

SAQ	A5b	Question “Number of children who have enrolled in your school since October 1, 2021. If no children have enrolled in your school since October 1, 2021, enter “0.””
SAQ	A5c	Question “Number of children who left your school since October 1, 2021 and have not returned. If no children have left your school since October 1, 2021, enter “0.””
SAQ	A6	Question “Select all grade levels included in your school.”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Ungraded_x000D_ 2. Prekindergarten_x000D_ 3. Transitional (or readiness) kindergarten (TK)_x000D_ 4. Kindergarten_x000D_ 5. Transitional first (or pre-first) grade_x000D_ 6. 1st_x000D_ 7. 2nd_x000D_ 8. 3rd_x000D_ 9. 4th_x000D_ 10. 5th_x000D_ 11. 6th_x000D_ 12. 7th_x000D_ 13. 8th_x000D_ 14. 9th_x000D_ 15. 10th_x000D_ 16. 11th_x000D_ 17. 12th_x000D_

SAQ	A7	Question “Which of the following programs does your school currently offer?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Half-day onsite pre-K program_x000D_ 2. Full-day onsite pre-K program_x000D_ 3. Tuition-based full-day onsite pre-K program_x000D_ 4. Half-day kindergarten_x000D_ 5. Full-day kindergarten_x000D_ 6. Tuition-based full-day kindergarten_x000D_ 7. Half-day transitional (or readiness) kindergarten_x000D_ 8. Full-day transitional (or readiness) kindergarten_x000D_ 9. Tuition-based full-day transitional (or readiness) kindergarten_x000D_ 10. Half-day transitional first (or pre-first) grade_x000D_ 11. Full-day transitional first (or pre-first) grade_x000D_ 12. Tuition-based full-day transitional first (or pre-first) grade_x000D_
SAQ	A8	Question “How do children qualify for participation in your school’s transitional (or readiness) kindergarten program?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Student age (for example, students who are young for their first-grade cohort)_x000D_ 2. Universal to all 4 year olds_x000D_ 3. Teacher recommendation_x000D_ 4. Parental request_x000D_ 5. School readiness score_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	A8OS	

SAQ	A9	Question “How do children qualify for participation in your school’s transitional first (or prefirst) grade program?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Student age (for example, students who are young for their first-grade cohort)_x000D_ 2. Universal to all 5 year olds_x000D_ 3. Teacher recommendation_x000D_ 4. Parental request_x000D_ 5. School readiness score_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	A9OS	

SAQ	A10	Question “Which of the following characterizes your school?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Regular public school (not including magnet school or school of choice)_x000D_ 2. Public magnet school_x000D_ 3. Charter_x000D_ 4. Catholic_x000D_ 5. Catholic school: Diocesan_x000D_ 6. Catholic school: Parish_x000D_ 7. Catholic school: Private order_x000D_ 8. Other private school, religious affiliation_x000D_ 9. Private school affiliated by NAIS, no religious affiliation_x000D_ 10. Other private school, no religious or NAIS affiliation_x000D_ 11. Early childhood center (school/center includes preschool and/or early grades)_x000D_ 12. Special education school – primarily serves children with disabilities_x000D_ 13. Year-round school_x000D_ 14. Bureau of Indian Education (BIE) or tribal school_x000D_
SAQ	A10a	Question “In what year did this school start providing instruction as a public charter school?” _x000D_ _x000D_ InstResp “Enter the year.”_x000D_ _x000D_ Watermark “Enter year”
SAQ	A10b	Question “Which of the following characterizes your public charter school? "_x000D_ ----_x000D_ 1. For profit_x000D_ 2. Not for profit_x000D_

SAQ	A11a1	Question “Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups? _x000D_ _x000D_ Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race._x000D_ Hispanic or Latino/Latina of any race_x000D_ _x000D_ InstResp “Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%.”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	A11a2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	A11b1	Question “American Indian or Alaska Native, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

SAQ	A11b2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	A11c1	Question “Asian, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	A11c2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”

SAQ	A11d1	Question “Black or African, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	A11d2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	A11e1	Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

SAQ	A11e2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	A11f1	Question “White, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	A11f2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”

SAQ	A11g1	Question “Two or more races, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	A11g2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	A11h2	Question “About what percentage of the children enrolled in this school are…_x000D_ From the surrounding neighborhood.”
SAQ	A11i1	Question “During this school year, approximately what percentage of students at your school are…”_x000D_ _x000D_ Chronically absent?”_x000D_ _x000D_ Watermark “Enter percentage”_x000D_ _x000D_ “Don’t know”

SAQ	A11i2	Question “Homeless?”_x000D_ _x000D_ “Don’t know”
SAQ	A11i3	Question “From migrant families?”_x000D_ _x000D_ "Don’t know"
SAQ	A12a	Question "About what percentage of the children enrolled in this school are… From the surrounding neighborhood?"
SAQ	A12b	Question “Bused to achieve equitable access to resources?”
SAQ	A12c	Question “Attending from outside of the surrounding neighborhood to receive a specialized program or service (for example, gifted and talented services, services for children with disabilities, etc.)?”
SAQ	A12d	Question “Categorically eligible for free meals based on their participation in other specific means-tested programs (for example, Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF)?”
SAQ	A12e	Question “Attend the school under public school choice.”

SAQ	A13	Question “How many children are currently enrolled in kindergarten classes?”_x000D_ _x000D_ InstResp “Enter number. Please include regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or prefirst) grade. Enter number.”_x000D_ _x000D_ Watermark “Enter number”
SAQ	A15a	Question “By what date did a child need to turn five to enter kindergarten for this school year, 2021-2022”_x000D_ _x000D_ InstResp “Enter month, day and year. If there is no cutoff date, please select that below.”_x000D_ _x000D_ Pre-unit “Month”_x000D_ _x000D_ Watermark “Enter month”_x000D_ _x000D_ “No cutoff date to enter kindergarten”
SAQ	A15b	Pre-unit “Day”_x000D_ _x000D_ Watermark “Enter day”
SAQ	A15c	Pre-unit “Year”_x000D_ _x000D_ Watermark “Enter year”
SAQ	A16	Question “What days of the week is your school in session?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Monday_x000D_ 2. Tuesday_x000D_ 3. Wednesday_x000D_ 4. Thursday_x000D_ 5. Friday_x000D_ 6. Saturday_x000D_ 7. Sunday_x000D_
SAQ	A17	Question “The next section is about school-level breakfast and lunch eligibility and participation Does your school participate in the U.S. Department of Agriculture’s (USDA’s) school breakfast program?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	A18a	Question “What time is breakfast served at the school? _x000D_ _x000D_ Hour breakfast starts:”
SAQ	A18b	Question “Minutes:”
SAQ	A18c	Question “What time is breakfast served at the school? _x000D_ _x000D_ Hour breakfast ends:”
SAQ	A18d	Question “Minutes:”
SAQ	A19a	Question “How many federally-reimbursable school breakfasts did your school serve at free, reduced price, and paid rates over the entire month of October?_x000D_ _x000D_ Paid school breakfasts”_x000D_ _x000D_ InstResp “Please enter the number. If none, enter "0.”"_x000D_ _x000D_ Watermark “Number of breakfasts”
SAQ	A19b	Question “Free school breakfasts”_x000D_ _x000D_ Watermark “Number of breakfasts”

SAQ	A19c	Question “Reduced-price school breakfasts”_x000D_ _x000D_ Watermark “Number of breakfasts”
SAQ	A20a	Question “What is the price of a USDA-reimbursable breakfast for students who pay the full price?”_x000D_ _x000D_ InstResp: Enter the most common price (standard price) if your cafeteria offers breakfast at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_ _x000D_ Pre-unit: “Standard full price dollars”_x000D_ _x000D_ Watermark “Dollars”
SAQ	A20b	Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”
SAQ	A21a	Question “What is the price of a USDA-reimbursable breakfast for students who pay the reduced price?”_x000D_ _x000D_ InstResp: Enter the most common price (standard price) if your cafeteria offers breakfast at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_ _x000D_ Pre-unit: “Reduced price dollars”_x000D_ _x000D_ Watermark “Dollars”
SAQ	A21b	Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”

SAQ	A21c	Question “What are the reasons why your school does not participate in USDA’s school breakfast program?”_x000D_ _x000D_ InstResp “Select all that apply”_x000D_ ----_x000D_ 1. Too few eligible students_x000D_ 2. Program too costly_x000D_ 3. School starts too late to serve breakfast_x000D_ 4. School lacks facilities to serve breakfast_x000D_ 5. School lacks staff to serve breakfast_x000D_ 91. Other (Please specify):_x000D_
SAQ	A21cOS	
SAQ	A22	Question “Does your school participate in the U.S. Department of Agriculture’s (USDA’s) school lunch program?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SAQ	A23a	Question “How many federally-reimbursable school lunches did your school serve at free, reduced price, and paid rates over the last month?_x000D_ _x000D_ Paid school lunches”_x000D_ _x000D_ InstResp “Please enter the number. If none, enter "0.”"_x000D_ _x000D_ Watermark “Number of lunches”
SAQ	A23b	Question “Free school lunches”_x000D_ _x000D_ Watermark “Number of lunches”

SAQ	A23c	Question “Reduced-price school lunches”_x000D_ _x000D_ Watermark “Number of lunches”
SAQ	A24a	Question “What is the price of a USDA-reimbursable lunch for students who pay the full price?”_x000D_ _x000D_ InstResp: Enter the most common price (standard price) if your cafeteria offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_ _x000D_ Pre-unit: “Standard full price dollars”_x000D_ _x000D_ Watermark “Dollars”
SAQ	A24b	Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”
SAQ	A25a	Question “What is the price of a USDA-reimbursable lunch for students who pay the reduced price?”_x000D_ _x000D_ InstResp: Enter the most common price (standard price) if your cafeteria offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket)._x000D_ _x000D_ Pre-unit: “Reduced price dollars”_x000D_ _x000D_ Watermark “Dollars”
SAQ	A25b	Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”

SAQ	A26a	Question “How many children in your school were approved for free or reduced-price meals as of October, 1, 2022, or the date nearest to that for which data are available?_x000D_ _x000D_ Free school meals”_x000D_ _x000D_ InstResp “Please enter the numbers. If none, enter "0."”_x000D_ _x000D_ Watermark “Number approved” _x000D_ _x000D_ “All the children in the school were approved.”
SAQ	A26b	Question “Reduced-price meals”_x000D_ _x000D_ Watermark “Number approved” _x000D_ _x000D_ “All the children in the school were approved.”
SAQ	A27	Question “What is your title or position at this school?”_x000D_ _x000D_ InstResp “Select the one that best describes you.”_x000D_ ----_x000D_ 1. Principal/Administrator_x000D_ 2. Vice principal_x000D_ 3. Counselor_x000D_ 4. School administrative personnel_x000D_ 5. District administrative personnel_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	A27OS	

SAQ	B1a	Question “This section of the survey asks questions about your school’s facilities and resources._x000D_ _x000D_ In general, how adequate are each of the following school facilities for meeting the needs of the children in your school? _x000D_ _x000D_ Cafeteria”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1b	Question “Computer lab”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1c	Question “Library/media center”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1d	Question “Art room”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1e	Question “Gymnasium”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_

SAQ	B1f	Question “Music room”_x000D_ _x000D_ InstResp: “Select one response for each row.”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1g	Question “Playground”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1h	Question “Classrooms”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1i	Question “Auditorium”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B1j	Question “Multi-purpose room”_x000D_ ----_x000D_ 1. Do not have_x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SAQ	B2	Question “How many children is this school designed to accommodate?”_x000D_ _x000D_ InstResp “Enter number. If none, enter “0.””_x000D_ _x000D_ Watermark “Number of children”

SAQ	B3a	Question “How many computers in this school are used for…._x000D_ _x000D_ Instructional purposes only?”_x000D_ _x000D_ InstResp “If none, enter “0.””_x000D_ _x000D_ Watermark “Number of computers”
SAQ	B3b	Question “Both instructional and administrative purposes?”_x000D_ _x000D_ Watermark “Number of computers”
SAQ	B4a	Question “Please indicate whether the following equipment is available at your school._x000D_ _x000D_ Computers, laptops, Chromebooks, tablets or other electronic devices with access limited to the local area network (LAN)”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Available at your school_x000D_ 2. Available for use by kindergartners for regular classroom activities_x000D_ 3. Used for assessments taken by students_x000D_ 4. None of the above_x000D_

SAQ	B4b	Question “Computers, laptops, Chromebooks, tablets or other electronic devices with access to the internet.”_x000D_ ----_x000D_ 1. Available at your school_x000D_ 2. Available for use by kindergartners for regular classroom activities_x000D_ 3. Used for assessments taken by students_x000D_ 4. None of the above_x000D_
SAQ	B5	Question “What is your title or position at this school?”_x000D_ _x000D_ InstResp “Select the one that best describes you.”_x000D_ ----_x000D_ 1. Principal/Administrator_x000D_ 2. Vice principal_x000D_ 3. Counselor_x000D_ 4. School administrative personnel_x000D_ 5. District administrative personnel_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	B5OS	
SAQ	C1	Question “The next section of the survey contains questions about school-community-family connections. Are any of the following programs or services available to children and their families at your school site?”_x000D_ _x000D_ InstResp “Please include programs run by the school and those run by outside groups. _x000D_ _x000D_ Select all that apply.”_x000D_ ----_x000D_ 1. Before-school child care_x000D_ 2. Half-day care for children in half-day kindergarten_x000D_ 3. After-school child care_x000D_ 4. None of the above_x000D_

SAQ	C2	Question “Are any of the following programs or services for parents and families available at your school site?"_x000D_ _x000D_ InstResp “Please include programs run by the school and those run by outside groups. Select all that apply.”_x000D_ ----_x000D_ 1. Parenting education programs (for example, classes on child development, education in being a parent, understanding children with special needs)_x000D_ 2. Adult literacy program (including Adult Basic Education)_x000D_ 3. Family literacy program_x000D_ 4. Health or social services offered collaboratively by service agencies such as hospitals_x000D_ 5. Orientation to school setting for new families_x000D_ 6. Hearing screening 7. Vision screening 8. Child care so that parents can attend school parent meetings or events_x000D_ 9. Programs to learn English for parents or families whose native language is not English_x000D_ 10. None of the above_x000D_
SAQ	C3a	Question “Please indicate how often each of the following activities is provided by your school._x000D_ _x000D_ PTA, PTO, or Parent-Teacher-Student organization meetings”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once a year_x000D_ 3. 2 to 3 times a year_x000D_ 4. 4 to 6 times a year_x000D_ 5. 7 or more times a year_x000D_
SAQ	C3b	Question “Reports of child’s performance provided to parents (for example, report cards)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once a year_x000D_ 3. 2 to 3 times a year_x000D_ 4. 4 to 6 times a year_x000D_ 5. 7 or more times a year_x000D_

SAQ	C3c	Question “Information on the child’s standardized assessment scores provided to parents”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once a year_x000D_ 3. 2 to 3 times a year_x000D_ 4. 4 to 6 times a year_x000D_ 5. 7 or more times a year_x000D_
SAQ	C3d	Question “Teacher-parent conferences”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once a year_x000D_ 3. 2 to 3 times a year_x000D_ 4. 4 to 6 times a year_x000D_ 5. 7 or more times a year_x000D_
SAQ	C3e	Question “School performances to which parents are invited”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once a year_x000D_ 3. 2 to 3 times a year_x000D_ 4. 4 to 6 times a year_x000D_ 5. 7 or more times a year_x000D_
SAQ	C3f	Question “Classroom programs like class plays, book nights, or family math nights”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once a year_x000D_ 3. 2 to 3 times a year_x000D_ 4. 4 to 6 times a year_x000D_ 5. 7 or more times a year_x000D_

SAQ	C4	Question “Which of the following does your school use funds raised by your PTA/PTO to support?” _x000D_ _x000D_ InstResp “Please include programs run by the school and those run by outside groups. _x000D_ _x000D_ Select all that apply.”_x000D_ ----_x000D_ 1. Out of school time programming_x000D_ 2. Student tutoring_x000D_ 3. Technology (computer labs, Chromebooks, Smartboards, tablets, etc.)_x000D_ 4. Arts instruction (musical, visual, dance, dramatic arts)_x000D_ 5. Field trips_x000D_ 6. Workshops and other services for parents and caregivers_x000D_ 7. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	C4os	
SAQ	C5	Question “Does your school or District have a policy limiting the amount of additional funding that can be contributed by your school’s PTA/PTO?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	C6a	Question “During this school year, how often has your school used the following ways to communicate with all parents?_x000D_ _x000D_ Electronic communication to all parents, such as group emails, electronic newsletters, website postings, “robocalls” (mass automated phone calls), text alerts, or other electronic notices.”_x000D_ ----_x000D_ 1. Less than once a month or never_x000D_ 2. Once a month_x000D_ 3. Several times a month_x000D_ 4. Once a week_x000D_ 5. More than once a week_x000D_
SAQ	C6b	Question “Non-electronic communication to all parents, such as letters, newsletters, personal phone calls, or other non-electronic messages.”_x000D_ ----_x000D_ 1. Less than once a month or never_x000D_ 2. Once a month_x000D_ 3. Several times a month_x000D_ 4. Once a week_x000D_ 5. More than once a week_x000D_
SAQ	C7	Question “During this school year, has your school used an online tool or website that is available to the general public and that parents can access without a login or password?"_x000D_ ----_x000D_ 1. Yes 2. No
SAQ	C8	Question “During this school year, has your school (or any teacher) used an online tool or website that parents can only access with a login and password to get information about their child, the child’s class, or the school?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	C9	Question “Which of the following types of information are provided in the online tool or website that parents can only access with a login and password?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Classroom-specific assignments, including homework_x000D_ 2. Child- or parent-specific information, such as progress reports between grading periods_x000D_ 3. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	C9os	
SAQ	C10a	Question “Indicate how much you agree or disagree with the following statements about the school’s community and parents. _x000D_ _x000D_ Parents are actively involved in this school’s programs.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	C10b	Question “The community served by this school is supportive of its goals and activities.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

SAQ	C10c	Question “Parents of children in this school are welcome to observe classes any time they are in session.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	C11a	Question “How much of a problem are the following in the neighborhood where this school is located?_x000D_ _x000D_ Tensions based on racial, ethnic, or religious differences _x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_
SAQ	C11b	Question “Tensions based on economic differences”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_
SAQ	C11c	Question “Selling or using drugs or excessive drinking in public”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_
SAQ	C11d	Question “Gangs”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_

SAQ	C11e	Question “Vacant houses and buildings”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_
SAQ	C11f	Question “Violence in the neighborhood”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_
SAQ	C11g	Question “Opioid addiction”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. Not a problem_x000D_
SAQ	C12a	Question “To the best of your knowledge how often do the following types of problems occur at your school?_x000D_ _x000D_ Children bring weapons to school.”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
SAQ	C12b	Question “Theft”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_

SAQ	C12c	Question “Physical conflicts among students”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
SAQ	C12d	Question “Children bringing in or using alcohol at school”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
SAQ	C12e	Question “Children bringing in or using illegal drugs at school”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
SAQ	C12f	Question “Vandalism of school property”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
SAQ	C12g	Question “Student bullying”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
SAQ	C12h	Question “Widespread disorder in classrooms”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_

SAQ	C12i	Question “Class cutting”_x000D_ ----_x000D_ 1. Never happens_x000D_ 2. Happens on occasion_x000D_ 3. Happens at least once a month_x000D_ 4. Happens at least once a week_x000D_ 5. Happens daily_x000D_
SAQ	C13	Question “Which of the following emergency procedures have your students been drilled on during this school year?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Evacuation_x000D_ 2. Lockdown_x000D_ 3. Shelter in place_x000D_ 4. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	C13OS	
SAQ	C14a	Question “During this school year, how many days were school activities disrupted due to implementation of the following emergency procedures (not drills)? _x000D_ _x000D_ Evacuation”_x000D_ _x000D_ InstResp “Enter the number of days.”
SAQ	C14b	Question “Lockdown”
SAQ	C14c	Question “Shelter in place”

SAQ	C14d	Question “Other emergency procedures {C13OS}”
SAQ	C14dOS	Question “What were those other emergency procedures?”
SAQ	C15	Question “During this school year, which of the following measures has your school implemented to ensure the safety of children?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Require visitors to sign or check in and wear badges_x000D_ 2. Require visitors to present photo ID, which is verified, and used to generate badges_x000D_ 3. Control access to school buildings during school hours (for example, locked or monitored doors)_x000D_ 4. Require metal detector checks on students every day_x000D_ 5. Equip classrooms with locks so that doors can be locked from the inside_x000D_ 6. Close the campus for most or all students during lunch_x000D_ 7. Use one or more random dog sniffs to check for drugs_x000D_ 8. Perform one or more random sweeps for contraband (for example, drugs or weapons), not including dog sniffs_x000D_ 9. Require students to wear uniforms_x000D_ 10. Enforce a strict dress code_x000D_ 11. Provide school lockers to students_x000D_ 12. Require clear book bags or ban book bags on school grounds_x000D_ 13. Have panic buttons or silent alarms that directly connect to law enforcement in the event of an incident_x000D_ 14. Provide a structured anonymous threat reporting system (for example, online submission, telephone hotline, or written submission via drop box)_x000D_ 15. Require students to wear badges or picture IDs_x000D_ 16. Require faculty and staff to wear badges or picture IDs_x000D_ 17. Use of one or more security cameras to monitor the outside of the school (for example, entrance(s), or
SAQ	C15os	

SAQ	C16	Question “Does your school implement any of the following policies and practices related to technology use?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Policy prohibiting student use of cell phones and text messaging devices during school hours_x000D_ 2. Policy limiting student access to social media (network and computers)_x000D_ 3. Practice of web-based instruction_x000D_ 4. Practice of blended learning_x000D_ 5. Practice of providing digital devices (for example, laptop, Chromebook, tablet, etc.) to each student_x000D_ 6. Policy limiting amount of screen time students experience in class_x000D_ 7. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	C16OS	
SAQ	C17a	Question “To what extent is each of the following a problem in this school? _x000D_ _x000D_ Student tardiness”_x000D_ ----_x000D_ 1. Serious problem_x000D_ 2. Moderate problem_x000D_ 3. Minor problem_x000D_ 4. Not a problem_x000D_
SAQ	C17b	Question “Student absenteeism”_x000D_ ----_x000D_ 1. Serious problem_x000D_ 2. Moderate problem_x000D_ 3. Minor problem_x000D_ 4. Not a problem_x000D_
SAQ	C17c	Question “Student aggressive or disruptive behavior”_x000D_ ----_x000D_ 1. Serious problem_x000D_ 2. Moderate problem_x000D_ 3. Minor problem_x000D_ 4. Not a problem_x000D_

SAQ	C17d	Question “Teacher absenteeism”_x000D_ ----_x000D_ 1. Serious problem_x000D_ 2. Moderate problem_x000D_ 3. Minor problem_x000D_ 4. Not a problem_x000D_
SAQ	C17e	Question “Teacher turnover”_x000D_ ----_x000D_ 1. Serious problem_x000D_ 2. Moderate problem_x000D_ 3. Minor problem_x000D_ 4. Not a problem_x000D_
SAQ	C17f	Question “Overcrowding”_x000D_ ----_x000D_ 1. Serious problem_x000D_ 2. Moderate problem_x000D_ 3. Minor problem_x000D_ 4. Not a problem_x000D_
SAQ	C18a	Question “During the past year, to what extent did any of the following changes occur at your school? _x000D_ _x000D_ Funding levels decreased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_
SAQ	C18b	Question “Enrollment increased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_

SAQ	C18c	Question “Enrollment decreased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_
SAQ	C18d	Question “The number of students receiving free or reduced-price lunch increased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_
SAQ	C18e	Question “Student mobility increased (that is, the number of students transferring in and out of the school increased)”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_

SAQ	C18f	Question “There has been a reduction in staffing”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_
SAQ	C18g	Question “Class sizes increased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_
SAQ	C18h	Question “Class sizes decreased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_

SAQ	C18i	Question “Salaries increased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_
SAQ	C18j	Question “Salaries decreased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_
SAQ	C18k	Question “Number of English language learners (ELL) increased”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Small extent_x000D_ 3. Moderate extent_x000D_ 4. Large extent_x000D_

SAQ	C19	Question “During the past year, were changes made to your school’s assigned attendance area?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SAQ	C20	Question “What is your title or position at this school?”_x000D_ _x000D_ InstResp “Select the one that best describes you.”_x000D_ ----_x000D_ 1. Principal/Administrator_x000D_ 2. Vice principal_x000D_ 3. Counselor_x000D_ 4. School administrative personnel_x000D_ 5. District administrative personnel_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	C20OS	
SAQ	D1	Question “During this school year, have any of the following programs been implemented at this school?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Multi-Tiered System of Support (MTSS)_x000D_ 2. Social-Emotional Learning (SEL) program_x000D_ 3. Positive Behavior Interventions and Supports (PBIS)_x000D_ 4. Violence prevention program_x000D_ 5. School climate and community program_x000D_ 6. None of the above_x000D_

SAQ	D2	Question “Which of the following statements describe your school’s promotion and retention practices or policies for kindergartners?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Children can be retained in kindergarten._x000D_ 2. Children can be promoted in kindergarten._x000D_ 3. This school has a formal retention policy._x000D_ 4. This school has a formal promotion policy._x000D_ 5. None of the above_x000D_
SAQ	D3	Question “Which of the following statements describe your school’s retention practices or policies for retaining kindergartners?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Kindergartners can be retained for maturational reasons (for example, social/emotional immaturity)._x000D_ 2. Kindergartners can be retained at the request of their parents._x000D_ 3. Kindergartners can be retained due to academic deficiencies (for example, below grade level)._x000D_ 4. Kindergartners can be retained due to failing a schoolwide standardized test._x000D_ 5. Kindergartners can be retained more than once in each grade._x000D_ 6. Kindergartners can be retained without parents’ permission._x000D_ 7. Kindergartners with disabilities can be retained._x000D_ 8. None of the above_x000D_
SAQ	D4	Question “How many kindergarten children were retained last school year?”
SAQ	D5	Question “How many first-grade children were retained last school year?”
SAQ	D6	Question “During this school year, were any children in your school assigned in-school or out of school suspension?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	D7a	Question “During this school year, how many children in your school who were assigned in-school or out of school suspension were..._x000D_ _x000D_ Male”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D7b	Question “Female”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D7c	Question “English Language Learners”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D7d	Question “Hispanic or Latino/Latina of any race”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_

SAQ	D7e	Question “American Indian or Alaska Native, non-Hispanic”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D7f	Question “Asian, non-Hispanic”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D7g	Question “Black or African American, non-Hispanic”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D7h	Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_

SAQ	D7i	Question “White, non-Hispanic”_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D7j	Question “Two or more races, non-Hispanic"_x000D_ ----_x000D_ 1. None_x000D_ 2. A few_x000D_ 3. A quarter_x000D_ 4. About half_x000D_ 5. More than half_x000D_ 6. All or almost all_x000D_ 7. Not applicable - Student type not at this school_x000D_
SAQ	D8a	Question “For each of the following statements about reading and math, indicate how strongly you agree or disagree. _x000D_ _x000D_ This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in reading.”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	D8b	Question “At this school, we use data from screening tests to determine if core instruction in reading is meeting the needs of most of our students.”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

SAQ	D8c	Question “This school has a set of clear, predetermined grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in math.”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	D8d	Question “At this school, we use data from screening tests to determine if core instruction in math is meeting the needs of most of our students.”_x000D_ _x000D_ SaVisible "True"._x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	D9	Question “What is your title or position at this school?”_x000D_ _x000D_ InstResp “Select the one that best describes you.”_x000D_ ----_x000D_ 1. Principal/Administrator_x000D_ 2. Vice principal_x000D_ 3. Counselor_x000D_ 4. School administrative personnel_x000D_ 5. District administrative personnel_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	D9OS	

SAQ	E1	Question “The next section contains questions about your school’s programs for particular populations. During this school year, did this school provide any of the following services for students experiencing housing insecurity or homelessness?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Referrals to shelter or safe housing_x000D_ 2. Crisis intervention services_x000D_ 3. Access to showers, toiletries, and hygiene supplies_x000D_ 4. Access to laundry_x000D_ 5. Food for students outside of school day_x000D_ 6. Not applicable – This school did not provide any of the services listed above_x000D_ 91. Other (Please specify):_x000D_
SAQ	E1OS	
SAQ	E2	Question “Do any of the children in this school come from a home where a language other than English is spoken?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	E3a	Question “What percentage of children in this school and in first grade are English language learners (ELL)?_x000D_ _x000D_ ELL among all students in school_x000D_ _x000D_ InstResp “Enter percent”_x000D_ _x000D_ Watermark “Percent ELL”
SAQ	E3b	Question “ELL among students in first grade”_x000D_ _x000D_ Watermark “Percent ELL”
SAQ	E4a	Question “What percentage of first-grade children receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction? _x000D_ _x000D_ Percent receiving ESL instruction_x000D_ _x000D_ In regular classroom”_x000D_ _x000D_ InstResp: Enter "0" if instruction is not provided or if instruction is provided but no first-grade students receive the instruction._x000D_ _x000D_ Watermark “Enter percent”

SAQ	E4b	Question “In pull-out setting”_x000D_ _x000D_ Watermark “Enter percent”
SAQ	E4c	Question “Percent receiving bilingual instruction _x000D_ _x000D_ In regular classroom”_x000D_ _x000D_ Watermark “Enter percent”
SAQ	E4d	Question “In pull-out setting”_x000D_ _x000D_ Watermark “Enter percent”

SAQ	E4e	Question “Percent receiving dual-language instruction_x000D_ _x000D_ In regular classroom”_x000D_ _x000D_ Watermark “Enter percent”
SAQ	E4f	Question “In pull-out setting”_x000D_ _x000D_ Watermark “Enter percent”

SAQ	E5	Question “Please indicate which of the following services are provided to families of children from households where a language other than English is spoken.”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Translators are made available to parents for parent/teacher and parent/school staff meetings and/or meetings are conducted in the parents' non-English language_x000D_ 2. Translation of written communications are provided to these families_x000D_ 3. Home visits are made to families of these children_x000D_ 4. An outreach worker assists in enrolling these children when first entering school_x000D_ 5. The school conducts special parent meetings for families from a non-English background_x000D_ 6. None of the above_x000D_
SAQ	E6a	Question “Since the beginning of this school year, how many students have been newly evaluated at your school to determine if they are eligible for an IEP?”_x000D_ _x000D_ Watermark “Number of students”
SAQ	E6b	Question “Of those students who have been newly evaluated at your school this school year, how many were found eligible for an IEP, including those who may have an IEP for speech only?”_x000D_ _x000D_ Watermark “Number of students”
SAQ	E7	Question “Are there any children with disabilities in this school receiving special education on any of the following plans?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Individualized Education Program (IEP)_x000D_ 2. 504 plans based on section 504 of the Rehabilitation Act_x000D_ 3. Neither of these_x000D_

SAQ	E8a	Question “Approximately what percentage of your first graders is in each of the following instructional programs?”_x000D_ _x000D_ Special education (with Individualized Education Program (IEP))”_x000D_ _x000D_ InstResp “Enter percent.”_x000D_ _x000D_ “Not offered in first grade”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”
SAQ	E8b	Question “Approximately what percentage of your first graders is in each of the following instructional programs? _x000D_ _x000D_ Accommodations through a 504 plan”_x000D_ _x000D_ InstResp “Enter percent.”_x000D_ _x000D_ “Not offered in first grade”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”
SAQ	E8c	Question “{Approximately what percentage of your first graders is in each of the following instructional programs?}_x000D_ _x000D_ Reading instruction for students performing below grade level in reading”_x000D_ _x000D_ {InstResp “Enter percent.”}_x000D_ _x000D_ “Not offered in first-grade”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”

SAQ	E8d	Question “Math instruction for students performing below grade level in math”_x000D_ _x000D_ InstResp "Enter percent." _x000D_ _x000D_ “Not offered in first grade”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”
SAQ	E8e	Question “A gifted and talented program”_x000D_ _x000D_ InstResp "Enter percent." _x000D_ _x000D_ “Not offered in first grade”_x000D_ _x000D_ “Not offered in any grade”_x000D_ _x000D_ Watermark “Enter percent”
SAQ	E9	Question “How are students identified for special education programs at this school?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Universal screening_x000D_ 2. Teacher referral_x000D_ 3. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	E9OS	
SAQ	E10	Question “How are students identified for gifted and talented programs at this school?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Universal screening_x000D_ 2. Teacher referral_x000D_ 3. None of the above_x000D_ 91. Other (Please specify):_x000D_

SAQ	E10OS	
SAQ	E11	Question “What method(s) are used in your school to determine special education eligibility for students with learning disabilities?”_x000D_ _x000D_ InstResp: “Select all that apply.”_x000D_ ----_x000D_ 1. IQ-achievement discrepancy model which shows whether there is a discrepancy between expected performance and actual performance_x000D_ 2. Response to Intervention (RtI) model_x000D_ 91. Other (Please specify):_x000D_
SAQ	E11OS	
SAQ	E12	Question “Where are children with Individual Education Programs (IEPs) typically served in this school?”_x000D_ ----_x000D_ 1. Children with IEPs are not served in this school._x000D_ 2. Children with IEPs typically spend most of their day in separate classes._x000D_ 3. Children with IEPs typically spend most of their day in the regular classroom._x000D_
SAQ	E13	Question “What is your title or position at this school?”_x000D_ _x000D_ InstResp “Select the one that best describes you.”_x000D_ ----_x000D_ 1. Principal/Administrator_x000D_ 2. Vice principal_x000D_ 3. Counselor_x000D_ 4. School administrative personnel_x000D_ 5. District administrative personnel_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	E13OS	

SAQ	F1a	Question “This set of questions is for public schools. Please confirm whether your school is public or private.”_x000D_ ----_x000D_ 1. Public_x000D_ 2. Private_x000D_
SAQ	F1b	Question “The next set of items pertain to the provisions of the Every Student Succeeds Act (ESSA), including funding under Titles I and III. _x000D_ _x000D_ Did your school receive Federal Title I funds for this school year?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable_x000D_
SAQ	F2	Question “Is your school operating a Title I targeted assistance or schoolwide program?”_x000D_ ----_x000D_ 1. Targeted assistance program_x000D_ 2. Schoolwide program_x000D_
SAQ	F3	Question “Does your school use Title I funds for any of the following purposes?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. To serve children in a pull-out setting_x000D_ 2. To serve children in an in-class setting_x000D_ 3. To reduce class size_x000D_ 4. To provide extended time learning opportunities before and/or after school for children_x000D_ 5. To provide professional development activities_x000D_ 6. To provide family literacy services_x000D_ 7. To provide summer learning opportunities_x000D_ 8. None of the above_x000D_
SAQ	F4	Question “Did your school receive Federal Title III funds for this school year?”_x000D_ _x000D_ InstResp “Title III is for “Language Instruction for Limited English Proficient and Immigrant Students.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	F5	Question “Does your school use Title III funds for any of the following purposes?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. To serve children in a pull-out setting for second language instruction_x000D_ 2. To serve children in an in-class setting for second language instruction_x000D_ 3. To provide extended time learning opportunities before and/or after school for children_x000D_ 4. To improve the entire educational program through a schoolwide program_x000D_ 5. To provide professional development activities for teachers who serve English language learners_x000D_ 6. To provide family literacy services (usually done out of Title III immigrant funds)_x000D_ 7. To provide summer learning opportunities_x000D_ 8. To provide student support in the student's home language for second language instruction_x000D_ 9. None of the above_x000D_
SAQ	F6	Question “The next items address federal requirements. At the end of the LAST school year (2020-2021), what was this school’s status?”_x000D_ ----_x000D_ 1. Unclassified_x000D_ 2. Comprehensive improvement_x000D_ 3. Targeted support_x000D_

SAQ	F7a	Question “Which of the following actions has this school taken, in response to the need for improvement?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Developed or revised a two-year school improvement plan_x000D_ 2. Offered students the choice to transfer to another public school_x000D_ 3. Offered supplemental educational services to students from low-income families_x000D_ 4. Replaced school staff_x000D_ 5. Implemented a new curriculum based on scientifically based research_x000D_ 6. Extended the school day or school year_x000D_ 7. Appointed an outside expert to advise the school on its progress_x000D_ 8. Reorganized the school internally_x000D_ 9. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	F7aOS	
SAQ	F7b	Question “This set of questions is about grade 3 students. Does this school have grade 3 students?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	F8a	Question “Based on recent state assessments what percentage of the grade 3 students in your school in the prior school year (2020-21) scored “proficient” or above in the following subjects?_x000D_ _x000D_ Reading or verbal skills”_x000D_ _x000D_ InstResp: Enter percentage. _x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””
SAQ	F8b	Question “Mathematics or quantitative skills”_x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””
SAQ	F8c	Question “Science”_x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””
SAQ	F8d	Question “English language proficiency for English Language Learners (ELL)”_x000D_ _x000D_ Watermark: “Enter percentage”_x000D_ _x000D_ InstResp “If not applicable, enter “0.””
SAQ	F9	Question “What is your title or position at this school?”_x000D_ _x000D_ InstResp “Select the one that best describes you.”_x000D_ ----_x000D_ 1. Principal/Administrator_x000D_ 2. Vice principal_x000D_ 3. Counselor_x000D_ 4. School administrative personnel_x000D_ 5. District administrative personnel_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	F9OS	

SAQ	G1a1	Question “The next set of questions are about characteristics of staff at your school. Approximately how many staff members does your school currently have in the following categories?_x000D_ _x000D_ Regular classroom teachers”_x000D_ _x000D_ InstResp: “Please enter the number of staff members who work full time at your school and the number of staff who work part time at your school. If a staff member is shared with other schools, count that person as ‘part time’ in your school. Place each staff member in only one staff category. If a staff member fits more than one category, pick the category most descriptive of his/her work. If there are no staff in your school in a category, enter “0.””_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1a2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1b1	Question “ESL/bilingual education/language immersion/ELL instruction teachers”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1b2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1c1	Question “Drama, music, or art teachers”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”

SAQ	G1c2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1d1	Question “Gym/PE or health teachers”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1d2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1e1	Question “Special education teachers and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.)”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1e2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1f1	Question “Paraprofessionals (for example, classroom aides)”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1f2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”

SAQ	G1g1	Question “Teachers of gifted/talented students”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1g2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1h1	Question “Reading specialists and interventionists”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1h2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1i1	Question “Math specialists and interventionists”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1i2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1j1	Question “School nurses or health professionals”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”

SAQ	G1j2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1k1	Question “School psychologists and social workers”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1k2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1l1	Question “Counselors (for example, guidance or academic counselors)”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1l2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1m1	Question “Library media specialists/librarians”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1m2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”

SAQ	G1n1	Question “Computer/technology teachers or support staff”_x000D_ _x000D_ Pre-unit: “Number who work full time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G1n2	Pre-unit: “Number who work part time in this school:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G2a	Question “Does your school currently have any staff members who do the following as their primary role or one of their primary roles?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction_x000D_ 2. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction_x000D_ 3. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports_x000D_ 4. A school staff member who supports teachers in collecting, organizing, and managing assessment data_x000D_ 5. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction_x000D_ 6. None of the above_x000D_

SAQ	G2b	Question “Indicate how much you agree or disagree with the following statements about your school and staff._x000D_ _x000D_ InstResp “Mark one response on each row.”_x000D_ _x000D_ There is consensus among administrators and teachers on goals and expectations.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	G2c	Question “We have an active professional development program for teachers.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	G2d	Question “Teachers are very active in planning staff development activities in this school.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_
SAQ	G2e	Question “There is adequate time for teacher professional development.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither agree nor disagree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_

SAQ	G3a1	Question “What percentage of your part–time and full-time teachers, including regular classroom, ELL/Bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?_x000D_ _x000D_ Hispanic orLatino/Latina of any race”_x000D_ _x000D_ InstResp “Enter number or percentage. Enter “0” if your school has no teachers of that racial/ethnic group. The total on the percent column should add to 100%.”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G3a2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	G3b1	Question “American Indian or Alaska Native, non-Hispanic”_x000D_ _x000D_ InstResp: Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%._x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G3b2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	G3c1	Question “Asian, non-Hispanic”_x000D_ _x000D_ InstResp: Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%._x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”

SAQ	G3c2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	G3d1	Question “Black or African American, non-Hispanic”_x000D_ _x000D_ InstResp: Enter number or percentage. Enter “0” if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%._x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G3d2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	G3e1	Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G3e2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	G3f1	Question “White, non-Hispanic”_x000D_ _x000D_ Pre-unit: “Number:”_x000D_ _x000D_ Watermark: “Enter number”
SAQ	G3f2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	G3g1	Question “Two or more races, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

SAQ	G3g2	Question “or” _x000D_ _x000D_ Pre-unit: “Percent:”_x000D_ _x000D_ Watermark: “Enter percent”
SAQ	G4a	Question “Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for…_x000D_ _x000D_ Improved student performance on state tests?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SAQ	G4b	Question “Reaching target goals on state tests?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SAQ	G5a	Question “Please indicate the number of regular classroom teachers who have joined or left your school since the start of the school year. _x000D_ _x000D_ Number of regular classroom teachers who have started teaching in your school since the start of the school year."_x000D_ _x000D_ InstResp “Enter in the approximate numbers. If no teachers have left or started your school during the school year, enter “0.””
SAQ	G5b	Question “Number of regular classroom teachers who have left your school since the start of the school year, and have not returned?”
SAQ	G5c	Question “Number of regular classroom teachers for whom this school year is their first year of teaching?”
SAQ	G5d	Question “Number of regular classroom teachers for whom this school year is their first year of teaching in this school?”

SAQ	G6	Question “What is your title or position at this school?”_x000D_ _x000D_ InstResp “Select the one that best describes you.”_x000D_ ----_x000D_ 1. Principal/Administrator_x000D_ 2. Vice Principal_x000D_ 3. Counselor_x000D_ 4. School administrative personnel_x000D_ 5. District administrative personal_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_
SAQ	G6OS	
SAQ	H1	Question “The next section is designed to be answered only by the school administrator, and is linked to your unique PIN. Designees who may be selected to complete other sections of this survey on your behalf, do not have access to this section. This is to ensure that your responses in this section are private. _x000D_ _x000D_ What is your gender?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
SAQ	H2	Question “In what year were you born?”_x000D_ _x000D_ Watermark: “Enter year”
SAQ	H3	Question “Are you Hispanic or Latino/Latina?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SAQ	H4	Question “Which best describes your race?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. American Indian or Alaska Native_x000D_ 2. Asian_x000D_ 3. Black or African American_x000D_ 4. Native Hawaiian or Other Pacific Islander_x000D_ 5. White_x000D_ 6. None of the above_x000D_

SAQ	H5a	Question “How many years of experience do you have in each of the following positions, including years in which you worked part time?_x000D_ _x000D_ Years as a teacher before becoming a school administrator or principal”_x000D_ _x000D_ InstResp: “Enter number of years.”_x000D_ _x000D_ Watermark: “Enter years”
SAQ	H5b	Question “Total number of years as a school administrator or principal at any school”_x000D_ _x000D_ InstResp: “Enter number of years.”_x000D_ _x000D_ Watermark: “Enter years”
SAQ	H5c	Question “Number of years as a school administrator or principal at this school”_x000D_ _x000D_ InstResp: “Enter number of years.”_x000D_ _x000D_ Watermark: “Enter years”
SAQ	H6	Question “Through which of the following types of training programs did you receive preparation for fulfilling your role as a school administrator?”_x000D_ _x000D_ InstResp “Select all that apply”_x000D_ ----_x000D_ 1. Traditional university-based training certification program_x000D_ 2. District-based training program (for example, the Boston's Lynch-BPS Principal Fellowship, New York City Leadership Academy’s Aspiring Principals Program, Chicago’s LAUNCH program)_x000D_ 3. City-based training program (for example, Cleveland’s First Ring Leadership Academy)_x000D_ 4. State-based training program (for example, New Jersey EXCEL)_x000D_ 5. Training and/or certification program run by a national non-profit organization (for example, KIPP School Leadership Program, New Leaders)_x000D_ 6. Another school administration preparation program_x000D_ 7. None of the above_x000D_

SAQ	H7	Question “What is the highest level of education you have completed?”_x000D_ ----_x000D_ 1. High school diploma or equivalent/GED_x000D_ 2. Associate’s degree_x000D_ 3. Bachelor’s degree_x000D_ 4. At least one year of coursework beyond a Bachelor’s degree but not a graduate degree_x000D_ 5. Master’s degree_x000D_ 6. Education specialist or professional diploma based on at least one year of course work past a Master’s degree level_x000D_ 7. Doctorate or an advanced professional degree beyond a Master's degree (for example, EdD, PhD, JD, or MD)_x000D_
SAQ	H8	Question “What was your major field of study in the highest degree you completed?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Early childhood education_x000D_ 2. Elementary education_x000D_ 3. Education administration/management_x000D_ 4. Special education_x000D_ 5. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)_x000D_ 6. Non-education major (such as history, English, etc.)_x000D_ 7. None of the above_x000D_
SAQ	H9a	Question “Please estimate how many hours you spend on average each week on the following activities._x000D_ _x000D_ Working with teachers on instructional issues”_x000D_ _x000D_ InstResp “Enter number of hours.”_x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H9b	Question “Internal school management (weekly calendars, vendors, office, memos, etc, including work with administrative and support staff)” _x000D_ _x000D_ Watermark: “Enter hours”

SAQ	H9c	Question “Student discipline (including working with students directly and working with teachers to address student behavioral issues)” _x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H9d	Question “Student attendance” _x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H9e	Question “Monitoring hallways, playground, lunchroom, etc.” _x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H9f	Question “Teaching” _x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H9g	Question “Talking and meeting with parents” _x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H9h	Question “Meeting with students” _x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H9i	Question “Paperwork required by local, state, or federal authorities”_x000D_ _x000D_ Watermark: “Enter hours”
SAQ	H10	Question “What is your best estimate of the percentage of children at this school you know by name?”_x000D_ ----_x000D_ 1. Nearly every child_x000D_ 2. 76% or more_x000D_ 3. 51% to 75%_x000D_ 4. 26% to 50%_x000D_ 5. 25% or less_x000D_
SAQ	H11	Question "During school hours, do you speak a language other than English with students at your school whose native language is not English?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SAQ	H12	Question "Do you speak a language other than English with students' families whose native language is not English?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SAQ	H13	Question "What language(s) other than English do you speak with students at your school or with their families?"_x000D_ _x000D_ InstResp: "Select all that apply."_x000D_ ----_x000D_ 1. Spanish_x000D_ 2. A European language other than Spanish such as French, German, or Russian_x000D_ 3. A Chinese language or dialect_x000D_ 4. A Filipino language_x000D_ 5. A Southeast Asian language such as Vietnamese, Thai, or Khmer_x000D_ 6. A South Asian language such as Hindi or Tamil_x000D_ 7. Another Asian language such as Japanese or Korean_x000D_ 8. A Middle Eastern language such as Arabic or Farsi_x000D_ 9. An African language such as Swahili or Amharic_x000D_ 10. None of the above_x000D_ 91. Other language (Please specify):_x000D_
SAQ	H13OS	
SAQ	H14	Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Construct	Research Question
Length of school year	SA-RQ5
Length of school year	SA-RQ5
Length of school year	SA-RQ5

Length of school year	SA-RQ5
Length of school year	SA-RQ5
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3

Enrollment and attendance	SA-RQ3
Enrollment and attendance	SA-RQ3
School type	SA-RQ3

School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
Other specify school programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3

School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
Other specify school programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3

School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Enrollment and attendance	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9

Enrollment and attendance	SA-RQ3
Entry age for kindergarten	SA-RQ3
Entry age for kindergarten	SA-RQ3
Entry age for kindergarten	SA-RQ3
Information on school week (days and length of each day)	SA-RQ3
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
Other specify for school breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3
Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3
Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3

Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13
School-based programs or services for parents and families (e.g. parenting education, adult literacy, and family literacy programs for families whose first language is not English)	SA-RQ7

School-based programs or services for parents and families (e.g. parenting education, adult literacy, and family literacy programs for families whose first language is not English)	SA-RQ7
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6

Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6

Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Other specify for parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Limits on contributions of school parent teacher organizations	SA-RQ6

Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6

Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Other specify for communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6 SA-RQ9
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6 SA-RQ9

Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6 SA-RQ9
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10

Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10

School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10

School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Other specify for emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10

Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Other specify for emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
School-safety measures and drills	SA-RQ10
Other specify for school-safety measures and drills	SA-RQ10

School policy regarding technology use	SA-RQ3
Other specify for school policy regarding technology use	SA-RQ3
School climate	SA-RQ10
School climate	SA-RQ10
School climate	SA-RQ10

School climate	SA-RQ10
School climate	SA-RQ10
School climate	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10

Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10

Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10

Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10

Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)	SA-RQ10
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13
Programs to support positive student behavior (e.g. MTSS, SEL, PBIS)	SA-RQ7 SA-RQ12

Retention policies and practices	SA-RQ3
Retention policies and practices	SA-RQ3
Retention policies and practices	SA-RQ3
Retention policies and practices	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3

Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3

Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3

Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	SA-RQ3
Use of benchmarks and screeening tests in reading and math	SA-RQ1 SA-RQ12
Use of benchmarks and screeening tests in reading and math	SA-RQ1 SA-RQ12

Use of benchmarks and screeening tests in reading and math	SA-RQ1 SA-RQ12
Use of benchmarks and screeening tests in reading and math	SA-RQ1 SA-RQ12
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13

Services provided to students experiencing homelessness or housing insecurity	SA-RQ3 SA-RQ7
Other specify for services provided to students experiencing homelessness or housing insecurity	SA-RQ3 SA-RQ7
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ8
Identification of students for special education services	SA-RQ4
Identification of students for special education services	SA-RQ4
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12

Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12

Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Identification of students for special education services	SA-RQ4
Other specify for identification of students for special education services	SA-RQ4
Identification of students for gifted and talented program	SA-RQ4

Other specify for identification of students for gifted and talented program	SA-RQ3
Idetnfication of students for special eduction	SA-RQ4
Other specify for idetnfication of students for special eduction	SA-RQ3
Delivery of special education and related services to children with disabilities	SA-RQ1 SA-RQ3 SA-RQ12
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13

School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
Receipt of Title I and Title III funding	SA-RQ1
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Receipt of Title I and Title III funding	SA-RQ1 SA-RQ2

Services and programs/ Title III, including services for kindergartners	SA-RQ1 SA-RQ2
School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1

School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1
Other specify for school status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3

State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13

Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10

Professional development	SA-RQ3 SA-RQ10
Professional development	SA-RQ3 SA-RQ10
Professional development	SA-RQ3 SA-RQ10
Professional development	SA-RQ3 SA-RQ10

The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10

The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
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The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10

The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10
Teacher mobility	SA-RQ10
Teacher mobility	SA-RQ10
New to teaching	SA-RQ3 SA-RQ10
New to school	SA-RQ3

Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in the role of principal	SA-RQ13
Principal’s sex, age, and race/ethnicity	SA-RQ13
Principal’s sex, age, and race/ethnicity	SA-RQ13
Principal’s sex, age, and race/ethnicity	SA-RQ13
Principal’s sex, age, and race/ethnicity	SA-RQ13

Principal's years in the role of teacher	SA-RQ13
Principal's years in the role of teacher	SA-RQ13
Principal's years in the role of teacher	SA-RQ13
Principal's formal education	SA-RQ13

Principal’s formal education	SA-RQ13
Principal’s formal education	SA-RQ13
Principal’s time allocation	SA-RQ13
Principal’s time allocation	SA-RQ13

Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's familiarity with students	SA-RQ13
Use of language other than English with students and families	SA-RQ13

Use of language other than English with students and families	SA-RQ8 SA-RQ13
Use of language other than English with students and families	SA-RQ8 SA-RQ13
Other specify use of language other than English with students and families	SA-RQ13
Thank you to respondent	NA