

**Early Childhood Longitudinal Study,
Kindergarten Class of 2021-22
(ECLS-K:2021)**

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

OMB# 1850-0750 v.25

5th Grade Yields

: U.S. Department of Education Teacher-Child-Level

Paper and Digital

National Longitudinal Survey of Children and Youth

U.S. Department of Education

5th Grade Yields
2021

revised May 2022

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Early Childhood Longitudinal Study



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Completing this survey will help us learn more about children and their experiences in different schools and classrooms.

Thank you for your time!

Please return the survey to **your school coordinator or an ECLS staff member**. The survey should be sealed in the envelope we provided you. Do not mail this survey unless you are provided with an additional mailing envelope.

Photo is for illustrative purposes only. Any person depicted in the photo is a model.

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 16 minutes per child-level survey including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. OMB No. 1850-0750. Approval expires 02/28/2025.

**Early Childhood Longitudinal Study
Kindergarten Teacher Survey (Child Level)
Fall 2022 - Form TQCFK-FT**

INTRODUCTION

Dear Teacher,

Your school has agreed to participate in the **Early Childhood Longitudinal Study (ECLS)**, a nationwide study of elementary-aged children, their schools, teachers, and parents. As part of the study, we are asking teachers at your school to complete surveys. You have been asked to complete this survey because one or more of the children in your class(es) are participants in this study. The child who is the subject of this survey is identified on the cover. This survey contains questions about this child's skills and abilities.

The ECLS collects information from teachers of children who are in the study to investigate the relationship between children's academic progress and various school, classroom, teacher, and home characteristics.

Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. However, only you can provide this information. Although we realize you are very busy, we urge you to complete this survey as completely and accurately as possible.

THANK YOU VERY MUCH FOR YOUR HELP.

MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS SURVEY. DO NOT USE PENCIL OR FELT-TIP PEN.

MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

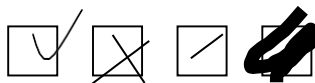
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



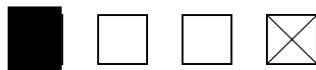
Incorrect Marks:

Light and thin, outside the box, thick or scrawled.



How to Change an Answer:

Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



PRINTING ANSWERS IN BOXES:

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – 0, and do not write a seven with a line through it like this – 7.

Write one number per box like this:

1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---

Write words like this:

John Smith



ACADEMIC RATING SCALE

First, we would like for you to rate this child's current skills, knowledge, and behaviors within language and literacy (section 1), science (section 2), and mathematical thinking (section 3), based on your experience with him or her. If you are not the primary teacher in any of these areas, you may want to consult with the person most familiar with the child's progress in the area when completing the scales.

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

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 turning to the next page.

Not yet	=	Child <u>has not yet</u> demonstrated skill, knowledge, or behavior.
Beginning	=	Child is <u>just beginning</u> to demonstrate skill, knowledge, or behavior but does so very inconsistently.
In progress	=	Child demonstrates skill, knowledge, or behavior <u>with some regularity</u> but varies in level of competence.
Intermediate	=	Child demonstrates skill, knowledge, or behavior <u>with increasing regularity and average competence</u> but is not completely proficient.
Proficient	=	Child demonstrates skill, knowledge, or behavior <u>competently and consistently</u> .
Not applicable or Skill not yet taught	=	Skill, knowledge, or behavior has <u>not been introduced</u> in classroom setting.

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

If this 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.



SECTION 1: LANGUAGE AND LITERACY

A1. First, please rate this child's current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. 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?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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A1. (Cont.) Please rate this child's current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.*MARK ONE RESPONSE ON EACH ROW.*

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
h. Easily and quickly names all upper- and lower-case letters of the alphabet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Predicts what will happen next in stories by using the pictures and storyline for clues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Reads simple books independently – for example, reads books with a repetitive language pattern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Composes simple stories – for example, by writing about a personal experience in a journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Finds meaningful units in words such as prefixes, suffixes, and base words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION 2: SCIENCE

B1. Next, please rate this child's current skills, knowledge, and behaviors in SCIENCE.

MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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B1. (Cont.) Please rate this child's current skills, knowledge, and behaviors in SCIENCE.

MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
h. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Shows an understanding of cause and effect – for example, knows if he or she pushes a ball harder, it will go faster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION 3: MATHEMATICAL THINKING

C1. Now, please rate this child's current skills, knowledge, and behaviors in MATHEMATICAL THINKING.
MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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 $4 + _ = 10$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. 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, $18 = 10 + 8$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. 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?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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C1. (Cont.) Please rate this child's current skills, knowledge, and behaviors in MATHEMATICAL THINKING.*MARK ONE RESPONSE ON EACH ROW.*

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
h. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION 4: EARLY LANGUAGE SKILLS

D1. For this set of questions, please focus on this child's early language skills in English based on your experience with this child at school. Think about your experience with this child at school. Mark the response option that best indicates how often this child exhibits the following early language skills when at school. Your best guess is fine. MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	How Often?				
	Never	Rarely	Some-times	Often	Very often
a. Recalls and communicates personal experiences he/she has had to peers in a logical way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Answers questions that are not just an explicit recall of facts but that require some higher-level thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is a good listener in conversations with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses a varied vocabulary in spoken language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Responds to questions in a thoughtful way that makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses grammatically correct sentences when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Recalls and communicates the meaning of a story or other experiences/events which he/she has heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. 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”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Asks on-topic questions that are relevant to the discussion in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Is a good listener in conversations with adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Instructs peers in tasks which need to be done in a certain order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Uses academic language learned in the classroom when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



D1. (Cont.) For this set of questions, please focus on this child's early language skills in English based on your experience with this child at school. Think about your experience with this child at school. Mark the response option that best indicates how often this child exhibits the following early language skills when at school. Your best guess is fine. MARK ONE RESPONSE ON EACH ROW.

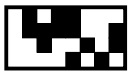
THIS CHILD...	How Often?				
	Never	Rarely	Some-times	Often	Very often
n. Uses language effectively to initiate appropriate interactions with other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Tries repeatedly to communicate information which has not been understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Uses evidence from a text or word problem to support his or her answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Uses morphemes <u>to figure out the meanings of words</u> – 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.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Asks questions about information which is unclear to him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Shows understanding of spoken instructions and daily conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Tries out new words (for example, heard in stories or from teacher) when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Uses language effectively to initiate appropriate interactions with adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Relates and communicates personal experiences in a logical way or “in a way that makes sense.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Rephrases questions or asks follow-up questions if he/she does not get the information he/she wanted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Uses morphemes <u>to decode new words</u> – 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.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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D1. (Cont.) For this set of questions, please focus on this child's early language skills in English based on your experience with this child at school. Think about your experience with this child at school. Mark the response option that best indicates how often this child exhibits the following early language skills when at school. Your best guess is fine. *MARK ONE RESPONSE ON EACH ROW.*

THIS CHILD...	How Often?				
	Never	Rarely	Some-times	Often	Very often
aa. Maintains a conversation with others that has at least three conversational turns focused on a single topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Actively contributes within a classroom discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Finds meaningful units in words such as prefixes, suffixes, and base words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

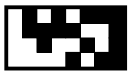


D2. Next, please think about this child's written language. Which of the following writing levels (ordered below from lowest to highest) best describes the highest level at which this child is currently performing (independently, without teacher help)? MARK ONE RESPONSE.

- Scribbling
- Drawing a picture
- Can copy his or her name
- Can copy sentences from the board
- Write his or her name without copying
- Can write most letters when asked to write the letter
- Write initial sounds for many words
- Write simple 2-4 letter words with invented spelling
- Write multi-syllabic words with invented spelling with most sounds represented
- Compose and write a full sentence with invented spelling with most sounds represented
- Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented
- Other (Please specify):

D3. How much does this child enjoy writing? MARK ONE RESPONSE.

- Not at all
- A little bit
- Somewhat
- Quite a bit
- Very much



SECTION 5: SOCIAL SKILLS AND APPROACHES-TO-LEARNING

E1. For this set of items, please think about this child's behavior during the past month or two. Decide how often the child demonstrates the behavior described. MARK ONE RESPONSE ON EACH ROW.

- Never → Child never exhibits this behavior.
- Sometimes → Child exhibits this behavior occasionally or sometimes.
- Often → Child exhibits this behavior regularly but not all the time.
- Very often → Child exhibits this behavior most of the time.
- No opportunity → No opportunity to observe this behavior.

		How Often?				No opportunity to observe
		Never	Some-times	Often	Very often	
a.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Keeps belongings organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Shows eagerness to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Works independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Easily adapts to change in routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Persists in completing tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	Pays attention well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p.	Follows classroom rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson. Adapted with permission. All rights reserved; Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson. Adapted with permission. All rights reserved.

**SECTION 6: CLASSROOM BEHAVIORAL REGULATION**

F1. Now we would like you to think about this child's behavior with other children and adults in the classroom and his or her work with materials. Select the response that best indicates the frequency this child exhibits the behavior described. MARK ONE RESPONSE ON EACH ROW.

	<u>Never</u>	<u>Rarely</u>	<u>Some- times</u>	<u>Frequently/ Usually</u>	<u>Always</u>
a. Observes rules and follows directions without requiring repeated reminders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Completes tasks successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attempts new challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Concentrates when working on a task; is not easily distracted by surrounding activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Responds to instruction and then begins an appropriate task without being reminded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Takes time to do his or her best on a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Finds and organizes materials and works in an appropriate place when activities are initiated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Sees own errors in a task and corrects them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Returns to unfinished tasks after interruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). *Child Behavior Rating Scale*. Cambridge, MA: Abt Associates. Adapted and used with permission.



SECTION 7: CLASSROOM BEHAVIORS

G1. For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of this 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 this child in that situation, then select "not applicable."

MARK ONE RESPONSE ON EACH ROW.

	Extremely untrue	Quite untrue	Slightly untrue	Neither true nor untrue	Slightly true	Quite true	Extremely true	Not applicable
a. When practicing an activity, has a hard time keeping her/his mind on it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Will move from one task to another without completing any of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. When drawing or coloring in a book, shows strong concentration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When building or putting something together, becomes very involved in what s/he is doing, and works for long periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is easily distracted when listening to a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Sometimes becomes absorbed in a picture book and looks at it for a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Can wait before entering into new activities if s/he is asked to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Plans for new activities or changes in routine to make sure s/he has what will be needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Has trouble sitting still when s/he is told to (story time, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Is good at following instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Approaches places that s/he thinks might be "risky" slowly and cautiously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Can easily stop an activity when s/he is told "no."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment*, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5): 1394-1408. Adapted and used with permission.



SECTION 9: STRATEGIC PLANNING

11. Please read the statements below and indicate how often each applies to this child's behaviors observed across the past month. MARK ONE RESPONSE ON EACH ROW.

		Does not apply	Sometimes applies	Consistently applies
a.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *Learning-to-Learn Scales* © 2019 by Edumetric and Clinical Science. All rights reserved. Adapted and used with permission. McDermott, P. A. (2018). *Learning-To-Learn Scales*. Philadelphia: University of Pennsylvania and Edumetric and Clinical Science.



SECTION 11: STUDENT INFORMATION

K1. In what type of program is this child enrolled? MARK ONE RESPONSE.

- Full-day program
- Morning part-day program
- Afternoon part-day program

K2. Is the 2022-23 school year this child's...? MARK ONE RESPONSE.

Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades.

- *A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten.*
- *Transitional first (or pre-first grade) is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade.*

- First year in kindergarten
- Second year in kindergarten
- Third year or more in kindergarten

K3. How often does this child wear eye glasses or contact lenses in the classroom? MARK ONE RESPONSE.

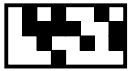
- Never
- Seldom
- Usually
- Always

K4. How many instructional groups based on achievement or ability levels in reading do you currently have in this child's class? MARK ONE RESPONSE.

- I do not use instructional groups for reading → GO TO Q K6 on page 16
- Two
- Three
- Four
- Five or more

K5. In which reading instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. ENTER IN THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.

		Instructional Group
--	--	---------------------



31013

K6. How many instructional groups based on achievement or ability levels in mathematics do you currently have in this child's class? MARK ONE RESPONSE.

- I do not use instructional groups for mathematics → GO TO Q K8
- Two
- Three
- Four
- Five or more

K7. In which mathematics instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. ENTER IN THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.

		Instructional Group
--	--	---------------------

K8. Are you this child's primary teacher in the following subject areas? MARK ALL THAT APPLY.

A primary teacher is the teacher who is responsible for all learning in that subject area. The primary teacher writes all lesson plans and handles all activities and assessments in that subject area. If you co-teach a subject area with another teacher, but think you could report about this child, please report that you are the child's primary teacher for that subject area.

- Reading/Language Arts
- Mathematics
- Science
- Social Studies

K9. Please fill in the boxes below with the date the survey was completed.

		2	0	2	2
MONTH	DAY	YEAR			

**Thank you very much for answering these questions
and for taking the time to participate in the
Early Childhood Longitudinal Study.**

